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ABSTRACT

The guide was designed to assist teachers in infusing career education concepts into the curriculum. Opening sections present information on using the guide, suggested steps for infusion, definitions, characteristics, and outcome goals of career education. The framework on which the guide is based was developed around six major concepts involving: the development and clarification of attitudes toward the concept of work, decision-making skills, the development of an awareness of self, career planning, the development of skills and competencies, and social, economic and cultural conditions. These major concepts, related sub-concepts, and supporting factors are listed in another section. Each major concept with its accompanying subconcepts is introduced at one of three educational levels (elementary, junior high/middle school, or senior high school). Suggested grade level objectives and related strategies for implementation (learning activities) corresponding to the concepts and subconcepts are contained in separate sections for each of the three educational levels. Appended material includes: a three-page selected bibliography, information on occupational clusters, a second grade teaching unit, two examples of instructional materials, and a sample plan and materials for integrating career education into an introductory business course. (Author/MS)

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Board of Education of Baltimore County

Life Career Development

A K-12 Career Education Conceptual Model Designed as a Guide for Teachers, Administrators, and Counselors

Committee

Pamela Carter
Florence Gardner
Betty Garrison
Clement Gavenas
Charlotte Locklear
James Porter
Robert Rigger
Ruth Rinehart
Doris Saunders
Jean Shelley
Margaret Walston

Thelma T. Daley, Career Education Specialist
Chairman

Prepared under the direction of

Benjamin P. Ebersole
Director of Curriculum
and Instructional Services

Mary Ellen Saterlie
Coordinator, Office of
Curriculum Development

Katherine Klier
Curriculum Consultant

Joshua R. Wheeler
Superintendent

Jerome Davis
Associate Superintendent
Division of Instruction

Towson, Maryland
1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Mrs. Richard Wuerfel

Joshua R. Wheeler
Secretary-Treasurer and Superintendent of Schools

Acknowledgment

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F O R E W O R D

Baltimore County has long been committed to the development of curriculum as an essential ingredient for a sound, respective educational program. Our primary continuing concern is with what children learn and how they learn it.

We have been further committed to the direct involvement of teachers and staff members in the formal as well as the informal development of curriculum. The long tradition of curriculum committees and workshops and the expertise that has resulted have brought the school system national recognition. Many of the innovative programs originating in Baltimore County and described in our curriculum guides have influenced curriculum design in a number of other systems. More important, our children have been provided with excellent programs based on careful selection of content and materials and reflecting both significant curriculum trends and special needs within Baltimore County.

Life Career Development, A K-12 Career Education Conceptual Model, and the other 1974 curriculum publications reflect both the concerns of the present and the potential for the future. They recognize the need for accountability to students and community and for tools to meet the challenges of the environmental concerns, energy problems, and political and economic stresses that affect our national and international life. At the same time they intensify efforts to develop lasting skills, knowledge, and values for individuals as they become fulfilled adults.

Recognizing these concerns, needs, and goals, a career education steering committee was established to focus on means of implementing career education in the total curriculum. Through funds provided from Part D of the Vocational Education Amendments of 1968, directed through the Maryland State Department of Education, a project was initiated to design a model for implementing career education in Baltimore County Schools, levels Kindergarten through Adult. Baltimore County focuses on an integrated program which stresses the infusion of career education concepts, objectives, and strategies in all areas of the curriculum.

This guide is designed to assist teachers in the infusion process. It has taken into consideration the developmental tasks of youth, the career education objectives of the Maryland State Department of Education, and the Baltimore County philosophy of curriculum development.

It is hoped that this publication will provide new insights and perspectives for the various dimensions of career education and its potential for accountability to students.

We anticipate that the objectives and curriculum suggestions presented in this guide will make valuable contributions to the quality of our educational program and will stimulate productive and enriching learning by the students for whom it was prepared.

Joshua R. Wheeler
Superintendent

Towson, Maryland

September 1974

Baltimore County Career Education
Steering Committee

Elizabeth Bernos
Thelma T. Daley
Robert Dinst
Benjamin P. Ebersole
George T. Gabriel
Karl Gettle
Donald McBrien
Arthur Micozzi
Eleanor Miller
Mildred Nethken
Gene D. Rush
Mary Schanberger
Howard Shannon
Kenneth Smith
Morris Trent
John Ward
Emma Williams

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INTRODUCTION

Career Education attempts to do what all quality education attempts to do - - develop self-understanding and prepare people for useful and fulfilling lives. The question then is, "What is Career Education, what happens if it is included and emphasized in the curriculum, what difference does it make?" It is hoped that:

- there will be more awareness of types and varieties of careers which are presently in existence and are likely to come into being
- there will be greater appreciation for the importance of many kinds of careers
- there will be an appreciation of the dignity of work
- there will be more accurate information about competencies and skills required by various careers
- there will be more motivation to want to master these skills in preparation for careers
- there will be a better understanding of the economics of living

In order to achieve these in Baltimore County education an interdisciplinary curriculum design is utilized. Career Education needs to be integrated in all subject areas at the time and place where it is most likely to result in optimum learning. It is not a separate entity or course for all students, but, just as other interdisciplinary emphases such as health, environment, racial and cultural concerns, and reading, is incorporated in the total curriculum, so is Career Education. This means that a model or conceptual scheme is needed for the development and implementation of Career Education. This conceptual model is presented in this report. It serves as a basis for assessing the present status, as well as what needs to be done. It will help to give direction for curriculum changes, material selection, and inservice opportunities.

Career Education is not all of education, it is not a panacea, but it is a curricular and instructional channel to combine the world of the learner and the world of work in a way to improve learning and make it more meaningful. It is an area in which we in Baltimore County have done a great deal and consider one of our priorities as we continue curriculum development and implementation.

USING THIS GUIDE

Life Career Development - a K - 12 Career Education Conceptual Model is a guide outlining career education concepts, objectives, and suggested strategies. The framework has been developed around six major concepts. The concepts revolve around

...the development and clarification of attitudes and values

...decision making skills

...the development of an awareness of self

...career planning

...the development of skills and competencies

...social, economic and cultural conditions

Embraced in the concepts are the parameters of self awareness, career awareness, economic awareness, and educational awareness.

Organization

The guide is built around three educational levels, namely, elementary grades, junior high/middle school, and senior high. The format is the same for each level; it begins with the major concept, followed by related sub-concepts. Each sub-concept is further developed to offer suggested grade level objectives and related strategies for implementation. Each of the strategies should be treated as suggestions which may assist teachers, administrators, and counselors in developing specific career education procedures for the respective discipline or educational endeavor. In each concept, as well as each objective and strategy, the student, (or self) is the primary focus. In other words, the individual is at the core of career education.

Conceptual Framework

This conceptual framework is developmental in nature. The suggested procedures take into consideration the basic developmental tasks as outlined by Havighurst, Piaget, and others. The Baltimore County conceptual model

...is designed for all students, K-12

...is designed with consideration of the Baltimore County adult education program

...is designed for implementation throughout the Baltimore County curriculum

...is designed to cover awareness, exploration, skill attainment and job preparation

...is designed to facilitate placement

...is designed to enhance entry into college and other post-secondary experiences

...is designed to facilitate job entry

...is designed to provide for an array of real and simulated occupational experiences

...is designed to utilize the creativity of teachers, the leadership of administrators, the consultant and interpretive skills of counselors, and the vast resource reservoir of the home, the community, and the business world

This guide is designed with the idea that career education in infused in the existing curriculum. One should keep this uppermost as the concepts, objectives, and strategies are viewed.

Key Definitions

As one utilizes this suggested guide, it is well to be cognizant of some key definitions whose meanings are embedded inthe conceptual framework. The following key words are defined by Kenneth Hoyt, Associate Commissioner, Career Education, U.S. Office of Education:

WORK - conscious effort to produce benefits for oneself and others.

CAREER - the totality of work one does in his or her lifetime.

VOCATION - one's primary work role at any particular point in time.

OCCUPATION - one's primary work role in the world of employment.

LEISURE - activities of an individual when not sleeping or engaged in his or her primary work role.

EDUCATION - those activities and experiences through which one learns.

Based on these definitions, Hoyt (who places the concept of work at the core of career education), lists the following factors:

1. Career education is defined as the totality of ways in which one learns about work.

2. Work, in addition to paid employment, involves many other kinds of activities . . . including the work of the volunteer, the full-time housewife, and the student.

3. One may have a vocation without necessarily having an occupation.

4. Part of one's leisure time may be spent in work.

5. While one can change vocations and/or occupations frequently, he or she has only once career.

6. The career of most persons begins considerably prior to entry into kindergarten.

Levels of Emphasis

The model presupposes that the elementary grades will focus on awareness or the fostering of self knowledge, particularly in relation to the world of work. In this first edition of the guide, only one concept has been developed for this level.

The junior high/middle school level focuses on that period of growth when the early adolescent is asking: Who am I? What will I become? What am I like? How will I get to where I want to go (or think I want to go)? Exploration, then, is the appropriate emphasis for education in the junior high/middle school exploration stages shall involve a wealth of simulated and real, live, genuine "hands-on" experiences.

The senior high school level is the time for refinement of goals, programs, and involvement. Skills and competencies are developed to allow for entry into the world of work or the necessary post-secondary training and academic pursuits. The ultimate pursuit presupposes that the student has not only developed in skills and competencies, but has matured in self awareness, has achieved a life-long sport, has an assurance of self, has a working facility of decision making and career planning, and is able to work toward a degree of economic independence.

This guide lends aid in defining concepts and activities that may be integrated at various grade levels. Teachers may use the guide to locate concepts that may be related to a specific unit of study. The listed objectives stress the behavorial goals for the particular age and grade level and should be incorporated into the unit goals. The listed strategies should be utilized in implementing stimulating, relevant activities that relate the curricular goals to career education.

SUGGESTED STEPS IN INFUSING CAREER EDUCATION IN THE CURRICULUM

Career education can be readily interwoven in the existing curriculum. One follows the usual plan for developing units. Special attention, however, is given to the infusion of career education concepts, objectives, and strategies in the unit of study. In the process of incorporating a career education framework, the following steps may be utilized:

A. Identify the area of study.

B. Select a unit of study. Analyze the specific subject area unit.

C. Write an instructional objective for the unit or sub-unit.

D. Select from the guide, Life Career Development, K-12 Conceptual Model, a career education concept that would be related and the appropriate objective that could be incorporated into the designated unit or sub-unit.

E. Review the suggested strategies listed in the Life Career Development guide. Select or design an appropriate strategy.

F. List the specific career education resources that may be needed to achieve the objective.

G. List what the student will do which demonstrates a mastery of the content and the career implications of the content.

Suggested Outline for Infusing Subject Based
Career Education Strategies

Curriculum Area Social Studies Grade Level Two

Unit Title Circus Careers

Instructional Objectives To demonstrate an awareness of why people work

Related Career Education Concept Career Education provides for the development and clarification of attitudes toward the concept of work.

Related Career Education Objective Work can contribute to improving the quality of life.

Career Education Strategy (ies) Which Would Achieve Objective
Have students portray various work roles of circus workers and discuss how they felt playing the circus roles.

Resources Duso One and Two
Filmstrip: "Four Families"

Evaluation or Expected Student Mastery Students will list five different jobs connected with the circus.

Definition of Career Education

The Baltimore County Career Education Steering Committee states that . . .

> Career education is preparation for a useful and fulfilling life. It is a concept which proposes that there be included in educational endeavors experiences that develop self-understanding, an appreciation for the dignity of work, and economic independence or contribution. These experiences assist all students with a salable job skill and/or training for further education.

Hoyt, et al, define career education as:

> . . . the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their personal lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

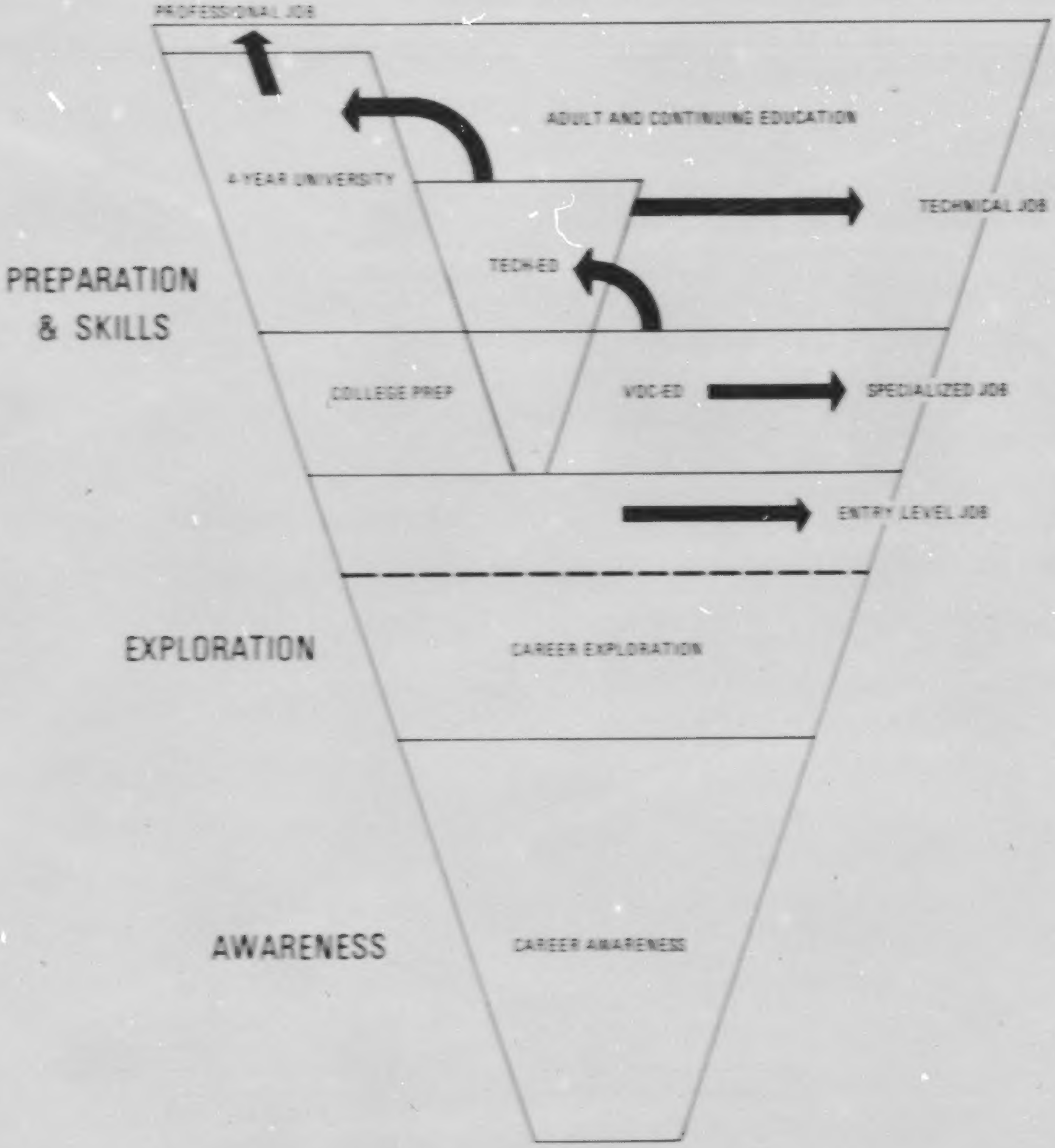
The definition of Hoyt, et al, is based on the premise that career education goals are to help all individuals (a) have reasons to want to work, (b) acquire the skills required for useful work, (c) know how to obtain work opportunities, and (d) enter the world of work as a successful and productive contributor.

The Baltimore County definition is based on the tenet that career education is developmental in nature, extending from kindergarten through adult education. At the elementary level a concerted effort will be made to include in the curriculum those opportunities where students can acquire a positive self concept, constructive attitudes toward work and an understanding of the dignity of work. Curriculum in the elementary school will include a realistic approach to the world of work with information including the provision of services, the occupational needs and opportunities, and the economics of the production of goods.

Junior high/middle school students will be given opportunities to explore occupational clusters in greater depth through academic and "hands-on" experiences. Current subject offerings will provide appropriate economic information in order to help youth at this level to explore their future options as related to their achievement, aspiration, and motivation.

The Baltimore County definition stresses that career education will enable nearly all persons who complete secondary school to obtain immediate employment, or to go on for technical training, college or some other form of post secondary preparation. The definition stresses that placement services should be a vital dimension of senior high schools. Job entrance will be just as important as college entrance. Skill credentials will be just as valid as the commonly accepted credentials for college entrance.

In the Life Career Development - K-12 Career Education Model, the definition of career education is graphically represented in the inverted pyramid adapted from the U.S. Office of Education's model. The model depicts the person advancing through the stages of awareness, exploration, and preparation. It portrays the grade levels that are generally associated with each of the three major stages.



GRAPHIC MODEL OF CAREER EDUCATION

SOME CHARACTERISTICS OF CAREER EDUCATION

CAREER EDUCATION is a process which evolves through the general stages of awareness, exploration and preparation.

CAREER EDUCATION supplements rather than supplants existing curriculum.

CAREER EDUCATION is developmental.

CAREER EDUCATION involves all curriculum areas.

CAREER EDUCATION does not force students to make decisions, but provides opportunities and experiences which serve as a basis for later decisions.

CAREER EDUCATION begins at birth and continues throughout life.

CAREER EDUCATION involves the concept of self and the concept of work.

CAREER EDUCATION relates subject matter content to real people and real situations in the world of work.

CAREER EDUCATION involves all students and teachers.

CAREER EDUCATION should be an integral part of the existing curriculum.

CAREER EDUCATION utilizes the resources of the community.

CAREER EDUCATION is a humanizing vehicle as it relates to the concept of self and the world of work.

CAREER EDUCATION encompasses career development - the integration of self and society.

CAREER EDUCATION assists the student in making realistic occupational choices.

CAREER EDUCATION relates to real life situations faced by students of all ages in many settings. It helps them to better understand themselves and their peers through developmental skills in decision making.

CAREER EDUCATION advocates a delivery system that involves a variety of experiences through the curriculum, in both school and the community, involving teachers, counselors, parents, and business representatives.

OUTCOME GOALS OF CAREER EDUCATION*

Goals of the Awareness Stage

Generally, by the end of the elementary school year, students should:

Demonstrate an awareness of why people work, of work as a means of achieving satisfaction, and of the importance of work to themselves.

Demonstrate an awareness of the life styles, values, and characteristics associated with a broad range of career areas.

Express their own interests in terms of the work and leisure behaviors of adult roles.

Demonstrate their ability to relate the basic learning skills to future career-related roles.

Demonstrate positive self-regard for their unique potential as future members of a service-oriented society.

Begin the development of a set of personal values.

Goals of the Investigation and Decision-making Stage

Generally, by the end of the middle or junior high school years, students should:

Possess basic decision-making skills as well as a knowledge of their interests and talents.

Demonstrate an indepth knowledge of several major career fields and an awareness of additional career areas for future exploration.

Have explored and expressed their own values, interests, and achievements

Possess an understanding of the economic system and the impact they will have on that system as consumers or producers of goods and services.

Develop a tentative educational and career plan consistent with their talents, needs, and aspirations.

*As defined by the Maryland State Department of Education, Career Education Task Force

Goals of the Preparation Stage

Generally, by the end of the high school years, students should:

Demonstrate the ability to seek and utilize skill training appropriate to their career plans and goals.

Demonstrate the possession of skills related to obtaining entry level employment or entrance into apprenticeship programs or post-secondary occupational, technical, or higher education programs.

Demonstrate an awareness of the nature of the lifelong career development process, including the need to re-evaluate initial career choices and plans as circumstances change.

Major Concepts in Career Education

MAJOR CONCEPTS IN CAREER EDUCATION

CAREER EDUCATION provides for the developmental and clarification of attitudes toward the concept of work.
CAREER EDUCATION provides the opportunity for the development of decision-making skills in advance of specific need.
CAREER EDUCATION stimulates a continuing awareness of the self through the examination and development of interpersonal relationships and skills.
CAREER EDUCATION provides the opportunity for the development of skills and competencies which respond to self and societal need.
CAREER EDUCATION identifies vocational and educational alternatives and lifestyles and assists in the integration of these dimensions into one's continuing career plan.
CAREER EDUCATION provides access to social, economic and cultural conditions and equips the individual to influence change.

Skills and Competencies
Career Planning
Attitudes Toward Work
THE PERSON
Decision Making Skills
Awareness of Self
Economics

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work can contribute to improving the quality of life.

Supporting Factors

Interdependence
Provision of economic base
Personal satisfaction
Food-Shelter
Ecology
Cultural base
Mobility
Medical care - health
Educational opportunities
Discovery and research
Quality and influence on home life

Sub-Concept: People can contribute to improving the quality of life.

Supporting Factors

Social acceptance
Social equality
Work status
Differences - cross cultural
Interdependence
Optimum performance
Task completion
Positive self regard

Sub-Concept: Work roles for men and women change.

Supporting Factors

Effect of trends
Equality
Influence of change agents
Stereotypes
Awareness of cultural biases in literature
Changing definition of family patterns
Changing attitudes
Resources

Sub-Concept: One's contribution to society affects one's sense of self worth.

Supporting Factors

Contributions made in many areas other than work recognition
Intermittent recognition
Citizenship
Interdpendence of job satisfaction and contribution to society
Sense of accomplishment
Contributions are small as well as large
Group membership
Giving defined by giver
Self regard
Skills, talents, specialties lead to contribution

Sub-Concept: Life styles associated with imprinted cultural values influence behavior.

Supporting Factors

Endurance
Uniqueness
Sense of history (heritage)
Ethnic background and pride
Family expectations and constraints
Values
Influence of assimilation
Mores
Values and education
Sex roles
Assimilation or distinction
Projections - future
Language pattern

Sub-Concept: Positive attitudes toward work and self contribute to employability.

Supporting Factors

Self presentation
Communication skills
Sense of accomplishment
Employment at expectation level
Relationship of attitude toward self and employment level
Experiences with success and failure
General interest in being investigative
Valuing work
Enthusiasm
Quality performance
Valuing successive steps of achievement

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with an understanding of one's self, access to information and experience, an awareness of alternate courses of action and the skill to predict probable outcome.

Supporting Factors

Variety of experiences
Interpersonal relationships
Success
Failure
Recognition
Values
Interest
Sense of competency
Strengths
Trends
Weaknesses
Uniqueness
Occupational awareness
Work experience(s)
What are the odds that I will succeed
Success of others like me
Risk, how much, how little
Commitment
Security of risk
Future opportunities

Sub-Concept: The development of effective decision making skills requires an opportunity to make choices and to assume the responsibility for them.

Supporting Factors

Freedom
Responsibility - assumption of consequences
Success, failure - structured permissiveness
Growth
Interdependence
Maturation
Instruction in decision making

Sub-Concept: Career decisions are important to and influenced by students, their parents and the community at large.

Supporting Factors

Life style
Peer pressure
Community needs
Actualization
Community values
Follow through
Parents expectations and pressure
Prestige
Community pressure
Sibling influence

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: Most individuals have the potential to recognize their strengths and limitations.

Supporting Factors

Study of human behavior
Group dynamics
Study of character and behavior traits
Feelings of others
Appreication of skills of others
Choice of activities
Choice of program studies
Getting to know oneself

Sub-Concept: An individual's unique characteristics will affect his career options as well as his career decisions.

Supporting Factors

Individual skills
Individual test scores
Programs of study
Differences in people
Economic advantages
Physiological make-up
Individual grades
Future school plans
Career experiences - success and failures
Differences in interests
Individual characteristics in various career choices

Sub-Concept: One's sense of self worth affect one's contribution to society.

Supporting Factors

One's contribution to school activities
One's contribution to classroom activities
One's contribution to social activities
Appreciation of others
Studies of famous people and their self worth
Studies of characters in literature as clues to self worth
Interviews with persons who like special activities
Interviews with persons who dislike special activities
Community involvement

Sub- Concept: A variety of successful experiences enhances one's self-concept.

Supporting Factors

Acceptance by peers
Providing opportunity to succeed in tasks assigned
Recognition of achievement
Study of skills and behaviors needed for success in any endeavor
Success in classroom activities
Success in academic endeavors and social endeavors
Individual development of specific skills in games, academics, and social activities
Multiple opportunities
Success in extra curricular activities

Sub-Concept: An individual can develop meaningful interpersonal relationships through improved communication skills.

Supporting Factors

Skills in speaking
Skills in writing
Skills in mathematics
Skills in understanding behavior of oneself and others
Skills in social interaction
Studies of persons who seem to communicate well
Studies of persons who have difficulty communicating
Studies of the political process
Group and class interactions
Skills in communicating through dress, manners, facial expressions, mores, codes
Appreciation of needs and motivation of others
Influence of emotions
Need to understand different groups, ideologies, races, and creeds
Listening skills

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: Basic language and computational skills influence one's ability to make and implement decisions throughout life.

Supporting Factors

Ability to weigh and evaluate outcomes
Completing a given task
Reading want ads
Math achievement
Interviewing skills
Notetaking
Reading Achievement level
Competency
Information processing

Sub-Concept: The ability to assess and understand one's self in terms of ability, interest, motivation, achievement, values and beliefs increases one's ability to develop other skills and competencies.

Supporting Factors

Test data
Assessment
Scholastic aptitudes
Interest inventories and profiles
Knowledge of one's interests
Clarification of values
Stimuli or motivators
Reaction to stimuli
Experiences in a variety of activities
Evaluating one's priorities

Sub-Concept: All curricular areas provide experiences and develop skills that can contribute to the individual's choice and implementation of a career.

Supporting Factors

Need of all curricular areas to develop the whole individual
Basic knowledge needed in each curriculum area for career selection
Basic knowledge needed for career implementation
Physical development of individual
Development of leisure time activities which can lead to career interests
Individual needs a variety of skills for any life career
Career clusters related to each curricular area
Sense of competency

Sub-Concept: The increased development of skills and competencies in a chosen speciality area can provide for a salable skill.

Supporting Factors:

Knowledge of aptitudes	Encouragement in developing skills
Survey of interests	Opportunity to develop skills
Curriculum majors	Consideration of existing job market
Program guides	Existing and future job market
Recognition of skills	Program planning

Sub-Concept: The development of effective interpersonal skills helps individuals to relate to changing social needs and values.

Supporting Factors

Social needs and values are in a constant state of flux
Interpersonal skills can be acquired, improved, taught and practiced
Communication with others is essential
Effective communication promotes understanding and acceptance
Communication can be verbal or non-verbal
Good human relations are necessary for job success

Sub-Concept: The development of ethical and moral values enable the individual to recognize and deal with contradictions and discrepancies in life.

Supporting Factors

Recognition of various value systems
The development of ethical and moral values is basic to a human being
Recognition of political and economic values
Value hierarchy
Factors of adaptive behavior

MAJOR CONCEPT 5: CAREER EDUCATION IDENTIFIES VOCATIONAL AND EDUCATIONAL ALTERNATIVES AND LIFE STYLES AND ASSISTS IN THE INTEGRATION OF THESE DIMENSIONS INTO ONE'S CONTINUING CAREER PLAN.

Sub-Concept: Knowledge of the life style associated with career areas exerts a strong influence over career choice and behavior.

Supporting Factors

Preferred living environment	Varying economic levels
Preferred work environment	Prestige
Influence of leisure	Human elements in work routine

Economic pay-off

Sub-Concept: The quality of the relationship between one's education and one's career is demonstrated by the effectiveness with which the individual can apply and be rewarded by what he has learned.

Supporting Factors

Job satisfaction	Transference from theoretical to the practical
Coping with changing jobs	Cross application of skills
Interrelatedness of skills	Continuing education
Coping with intra and inter job changes	The constant process of becoming

Sub-Concept: The ability to establish career goals which integrate self knowledge, societal needs and realities can be developed.

Supporting Factors

Self awareness	Consideration of realities
Realities in the job market	Knowledge of self
Societal needs	Dealing with change

Interrelatedness of forces on goals

Sub-Concept: Career planning skills are developed when the individual is given the opportunity to test alternative strategies that lead to personally meaningful goals.

Supporting Factors

Hands on involvement
Reality of experiences
Variety of experiences
Self satisfaction
Personal assessment
Freedom of movement
Orchestration of skills
Ability to cope with failure and to utilize failure for a positive step

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: The acquisition of knowledge and skills enables the individual to more effectively interact with the social, economic and political patterns that influence his life style.

Supporting Factors

Emerging trends
Economic development
Job market
Public dynamics
Power structure
Social and economic laws
Regulations and customs
Legislation
Interdependency of workers
General economic welfare
Communication skills
Specialized skills
Cognitive skills
Major subjects
Program planning
Advocacy role
Women
Minorities
Handicapped

Sub-Concept: The development of attitudes, values, and skills equips individuals to assess existing conditions and to determine available career options.

Supporting Factors

Alternative choices
Demonstration of perceptive sensitivity
Analysis of needs and values
Value clarification
Personal behavior
Ethical standards
Conduct in work situations
Analysis of life styles
Concept of self
Appropriate factors in selecting employers and career choices
Individual and group experiences which contribute to personal development
Analysis of job requirements
Analysis of people, data, and things in relation to career
The self fulfillment element of options
Evaluation of quality of education and job training in preference roles
Utilization of resources in obtaining information about occupational characteristics, requirements and employment data

Sub-Concept: **Career opportunities are affected by changing societal needs and values.**

Supporting Factors

Withholding services
Life is continuing education and preparation
Options open and close
Job predictions
Supply and demand
Influence of technology and automation
Need for transferable skills
Flexibility to job changes
Relationship of opportunities to community involvement
Interdependency of work with all other institutions of life
Advocacy role

Sub-Concept: **Social, economic, and political conditions directly influence one's work ethic and career goals.**

Supporting Factors

Necessity of work
Basis of work in a democratic society
Ethical questions that face workers
Role of physical and mental health on one's work ethic
Reconciliation of varying expectations regarding role performance
Analysis of the roles of significant others
Attitude toward leisure and home time activities
Relationship of success to interpersonal relationships
Adjustment of patterns of response to prescribed versus discretionary requirements
Demonstrates work attitude
Involvement of work organization and their influence
Regulated competition
Profit motivation
Freedom of enterprise
Private ownership
Reward structure of occupational endeavors

ELEMENTARY GRADES

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work can contribute to improving the quality of life.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
1. To help pupils identify ways in which jobs of their parents and neighbors contribute to the daily well-being of themselves and others.	Have the students tour the local school to meet and talk to staff members. List the contributions each staff member makes to improving the quality of the daily school life of children.	Help the students conduct a survey of their immediate community to list the various occupations performed by their neighbors. For each career, consider advantages or benefits that the child and society receive.
	Have the students visit a local shopping center and observe the various occupations that contribute to the well-being of self and others.	Help the students construct a mural showing how tax money paid from earnings are used for schools, playgrounds, roads.
2. To help pupils point out relationships between man's sense of worth and the services he performs to self and society.	Have the students read the books or view the filmstrips: What Do Mothers Do? What Do Daddys Do?	Have the students interview people employed in various careers to discover the importance of their work to society.
3. To help pupils point out the relationship between good health and the work one performs.	Invite the public health nurse, a doctor, and dentist to the class to explain the value of early health care.	Have the students interview the supervisors to secure a listing of the mental and physical health characteristics needed by persons working under their supervision.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work can contribute to improving the quality of life.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
4. To help pupils identify and understand the role of health and medical workers in their contribution to the community.	Have the students view the film-strips from Some Neighborhood Helpers Series: The Neighborhood Doctor The Neighborhood Nurse The Neighborhood Pharmacist The Neighborhood Barber The Neighborhood Optometrist	Have the class construct a bulletin board on community health workers.
5. To assist pupils to identify the relationship of certain jobs in the conservation and utilization of the environment.	Have the students identify community workers who help keep the environment clean and beautiful and safe: A. Trash collectors B. Road repair workers C. House painters D. Other	Have the students analyze scientific means for conserving the environment: A. Conservation of energy B. Conservation of machinery C. Other Make a map of the United States. Place samples of the main product (pictures may be used) in each region. Analyze the reasons for the variety. Discuss special techniques used to compensate for environmental peculiarities.

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Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK

Sub-Concept: Life styles associated with imprinted cultural values influence behavior.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
1. To assist pupils in awareness of ethnic and environmental backgrounds.	Have the students identify first and last names to show relationship to ethnic backgrounds.	Have the students develop individual "family trees" or family chronicles.
2. To help pupils to analyze everyday cause and effect relationships as they relate to experiences of other pupils and adults.	Have the students identify unique expectations and school implications pertaining to major holidays, in reference to religion, ethnicity and politics.	Have the students study the origin and outgrowth of unique cultural patterns and school implications pertaining to political, social and economic regions, races and nationalities.
3. To help pupils understand that endurance is a result of environmental circumstances.	Have the students identify the work day or week of pupils. Have the students identify nutritional patterns of families and pupils. Have the students identify exercise of pupils and families.	Have the students identify the prevailing work day or week among the class. Have the students identify nutritional patterns and exercise patterns characteristic of persons in certain geographic regions.
4. To assist pupils in understanding that the following cultural factors influence occupational behavior: A. Values	Have the students make puppets depicting community helpers. Have the students present shows allowing students to create the helper as they view it. Have the students discuss the differences and similarities.	Have the students role play and discuss the following: A. Strong family drives to get ahead. B. Work roles for girls. C. Work roles for boys. D. An ideal summer vacation.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Life styles associated with imprinted cultural values influence behavior.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
B. Mores	Provide opportunities for the students to identify characteristics of costumes and modes of celebrating various holidays. Observe the following influences: Religious, Ethnics, Political, Geographical	Have the student study the origin and outgrowth of mores of people around the world. Have the students study comparative education around the world and the effect on occupations.
C. Education	Have the class study the community jobs and the education involved.	Have the students study the relationship between the liberation movement of women and occupational patterns of women.
D. Sex Roles	Help students identify jobs of mothers and fathers, brothers and sisters of pupils.	Study cultural aspects of language: A. Syntax B. Origin
E. Language Patterns	Utilize, when possible, aspects of multi-lingual contributions of pupils.	Help the student's identify occupations utilizing bi-lingual talents.
5. To assist pupils in developing a pride in heritage: A. Ethnic identification B. Pluralistic goals	Provide opportunities for students to use magazine pictures and prepare "My Heritage Bags."	Provide an opportunity for the students to telegram form and write a message to a person urging them to hire persons of certain heritage because ______________.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work can contribute to improving the quality of life.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
6. To enable pupils to see their role in the learning process as preparation for participation in the world of work.	Have the students talk about classroom responsibilities that would be necessary on a job: A. Being on time B. Following directions C. Making decisions D. Asking for help when needed E. Getting along with others F. Communicating effectively with others	Invite a representative from the local Chamber of Commerce to talk on the world of work for the immediate area and the kinds of skills needed by the people.
7. To enable pupils to identify community educational opportunities beyond the school day.	Have the class identify and visit educational sites in the community: A. Zoo B. Farm C. Library D. Museum E. Other F. Visit and participate in educational activities such as Scouting, YMCA and YWCA programs, 4-H Clubs and Camp Fire groups.	Provide for the students to visit and analyze formalized community educational resources: A. College center for extension work B. School system adult education opportunities C. YMCA - YWCA courses D. Other
8. To help pupils to learn how ethnic groups contribute to the enjoyment of all groups of people.	Provide an opportunity for the students to visit a Baltimore City Fair to observe the customs of ethnic groups.	Have the students use the telephone directory to identify restaurants in the Baltimore area that serve food from different countries.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work can contribute to improving the quality of life.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
9. To enable pupils to recognize the value of the workers who produce and improve our food supply.	Have the students visit a farm to see how food is grown.	Have the students visit a college campus to see scientific farming. Provide an opportunity for students to visit the Beltsville Experimental Center to observe scientific production and the international relationship of work to the quality of life.
10. To enable pupils to recognize the importance of workers who build and improve our homes.	Visit a construction site, a brick making factory, or a remodeling site.	Have the students make blue prints and construct a model home or greenhouse.
11. To help pupils discuss work their parents do and how it effects their home life.	Have the students list parents' jobs and relate them to reading stories.	Help the class to develop and discuss job tasks and requirements.
12. To demonstrate to parents how their throughts and attitudes influence the self-concept of their children.	Provide an opportunity for the students to discuss how all jobs contribute to each person's home life.	Provide opportunities for the class to study erroneous job Have students write and produce a puppet show depicting a heated County Council Session urging the passing of a bill to give women equal pay for equal work.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work can contribute to improving the quality of life.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
13. To help pupils analyze everyday cause and effect relationships as they relate to the experiences of their parents.	Have the class identify ways students can do home jobs: A. Taking out trash B. Setting the table C. Washing dishes D. Cleaning rooms E. Weeding garden	Have the students analyze the relationship between pupils' part-time jobs as related to total home life activities: A. Supplementary income B. Scout trips
14. To help children understand the importance of research and discovery to everyone.	Have the class invite a physician from Johns Hopkins Hospital to tell how research leads to the discovery of cures and prevention of disease.	Have the class plan a field trip to Peach Bottom to see how nuclear energy is converted into electricity for our use.
15. To help pupils become aware of the need for efficient modes of transportation in getting workers to and from their jobs.	Have the students list various means of transportation used to get people to their daily work. Note problem of time involved, traffic jams, energy crisis, and car pools.	Have students explore the need of providing rapid transit systems for workers in crowded cities and heavily populated suburban areas, e.g., subways, Amtrak, use of monorails in some counties and cities.
16. To help pupils see that people have always been mobile as many jobs require workers to travel or families to relocate in another part of the country.	Have the students make a list of ways they might help new pupils feel more comfortable in their new school and community environment.	Use fiction, biographies or news articles to help students identify with children who have faced the problem of being uprooted from their homes and communities to move to other parts of the country.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK

Sub-Concept: Work roles for men and women change

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
1. To provide pupils with the opportunity to learn how trends effect the roles of workers.	Ask the librarian to present stories to the class showing changing roles, e. g. the country doctor and the modern doctor.	Plan for the class to visit a computer center to learn about jobs now performed by technology that were once performed by people.
2. To help pupils learn that jobs may be performed equally by persons of any race and sex.	Provide opportunities for students to perform jobs in the classroom and rotate these jobs among the pupils.	Plan for the class to visit the Chevrolet Plant to observe a number of people performing the same role.
3. To show how change agents influence work roles for men and women.	Provide an opportunity for the students to visit a farm museum to study labor.	Have the students interview parents to see how their jobs have changed and why.
4. To learn how work roles have been stereotyped.	Have students find pictures showing stereotypes and changing practices.	Have the students classify a list of 20 occupational roles as male or female. Discuss why each selection was made.
5. To develop an awareness of changing family patterns in the world of work.	Have the students role play - "The Family" in two settings - one where only the father works outside the home and one where the mother works outside the home.	Have the students write stories about what happens when "Mother Takes A Job Away from Home."
6. To show how attitudes about work roles are changing.	Have representative workers visit the classroom. Choose persons of the opposite sex than one would think. Example: Female truck driver. The student will chart attitude change before and after visit.	Have fifth and sixth graders conduct inter-family surveys intra-family, and intra-community surveys on changing attitudes about work.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK

Sub-Concept: Work roles for men and women change

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
7. To develop an awareness of cultural biases in literature.	Have the students survey books in the room to find pictures of men and women in different roles	Have the students find pictures in magazines that show cultural biases. Have the class use the Values, Study Prints by Educational Media.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK

Sub-Concept: One's contribution to society affects one's sense of self worth.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
1. To provide pupils with numerous opportunities for successful experiences to enhance their self concept.	Use a "Survey Day Chart" each time a child does a kind act. Use "The Compliment Box" with small children.	Allow students to help with in-school tasks, e.g. reading, or tutoring younger children, conducting guided tours for pre-schoolers, serving as hosts and hostesses for school visitors.
2. To provide opportunities for individual pupils to explore and experience interest areas that will enable them to enjoy success in specific situations.	Assign each student a career task. Rotate tasks weekly.	Organize the class into a hobby group. Allow time throughout the year for each student to teach or share a hobby with the class.
3. To help children become aware that special performances bring special rewards, but these special happenings only occur occasionally.	Help the students to plan a luncheon menu for parents at school. Have the students present dramatic activities for other classes.	Help the class execute a project such as publishing a newspaper once a month.
4. To provide opportunities for children to recognize their worth as individuals and as contributing members of a group.	Observe standards set by the group as to the appearance of the classroom and the pride each pupil takes in maintaining and taking care of their share. Use a Helping Hands Chart with the students.	Present good citizenship awards or letters. Use democratic procedures such as voting to arrive at class decisions.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK

Sub-Concept: One's contribution to society affects one's sense of self worth

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
5. To enable pupils to experience not only the interdependence of workers but also the satisfaction a worker receives from working successfully with others.	Have the students make bread or cookies using the production line method.	Provide an opportunity for the student to set up and maintain a school store. Help the students plan a party with the handicapped or for nursing home residents.
6. To help children recognize their own worth and to enhance their self-concept.	Place polaroid pictures on a small bulletin board marked "Student of the Week". Have peers write positive comments on a sheet of paper highlighting any positive performance or attribute of that student.	Provide opportunities for students to use "Positive Me" folders which include positive accomplishments in all phases of school life.
7. To enhance children's self-concepts by recognizing the value of their contributions no matter how small.	Offer sincere priase for any accomplishments. Give "pats on the back" once a week over the intercom.	Offer sincere priase for any accomplishment. Give "pats on the back" once a week over the intercom.
8. To provide children with the opportunity to learn more about the roles and responsibilities as members of a group.	Give every child an opportunity to lead opening exercises, take lunch counts, mark the calendar, and write messages.	Give each student an opportunity to participate in group projects and group sports.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK

Sub-Concept: One's contribution to society affects one's sense of self worth.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
9. To give children an opportunity to understand and express their feelings after they have performed a service.	Have the students role play feelings after a service has been performed.	Have the students role play feelings after a service has been performed.
10. To help develop a child's positive self concept and to help them understand others.	Have the students use Duso-Books One and Two, American Guidance Service, for self-concept lessons as an ongoing program. Contact the counselor regarding this activity.	Use I.T.V. Channel 67 "Inside Out" to aid students in understanding themselves. This is a once a week program.
	Use Instructo's, Understanding Our Feelings Study Prints, The Instructo Corporation. Contact the counselor regarding this activity.	
11. To enable children to recognize their uniqueness as well as their similarity to all other people.	Using comic book characters and childrens' television characters, have students list one outstanding feature of each. Have students chart the similar characteristics traits that some of them may have.	Divide the class into pairs. Have the students silently observe their partners for 30 seconds and then discuss their feelings with each other. Follow the discussion with portraits of their partners.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept1 Positive attitudes toward work and self contribute to employability.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
1. To help children establish good habits of cleanliness, grooming, and personal health that will form a pattern leading to later employability.	Have the school nurse demonstrate certain health practices.	Invite in a representative from Montgomery Ward to demonstrate the worth of good grooming.
2. To help children in the development of communication skills of listening, speaking, reading and writing that are needed to become functional communicating adults.	Have students read or listen to autobiographies to indicate a person's response to barriers and struggles. Have students role play or discuss their reactions.	Have students write themes about some act in which they have helped someone.
3. To help pupils develop a feeling of accomplishment in tasks that are undertaken toth in school and in the home and community.	Have the student construct "My Accomplishments Folders."	Have students help plan and execute a production line within the classroom in which each person will make a contribution to the total project.
4. To provide pupils with numerous opportunities for successful experiences to enhance their self-concept.	Have the students make an outline of their hands. Each will fill it in with pictures cut from magazines or drawings which denote one's feelings.	Have each person write a booklet about self. The class will suggest titles, e.g., My Family, My Early Years, My Favorite Things. The books will be completed at the end of a week or two.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK

Sub-Concept: Positive attitudes toward work and self contribute to employability.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
	Help children in establishing realistic objectives in all areas of the learning program so they will have more opportunities to experience success than failure.	Have students do the Who Am I-Name Tag Game...adapted from Values Clarification, A Handbook of Practical Strategies for Teachers and Students: Simon, Howe & Kirschenbaum, Hart Publishing 1972.
	Help children recognize uniqueness of each individual that is important in developing concepts of the interdependence of man.	Have each student focus in on another student. Each student will do a one minute T.V. commercial on the complimentary qualities of the other person.
	In developing a positive concept, help children become aware that everyone has strengths and limitations. Help them to accept and deal with their own limitations and capitalize upon their own unique strengths.	
5. To provide opportunities for individual pupils to explore and experience interest areas that will enable them to enjoy success.	Utilize the filmstrip series, Our Neighborhood Workers and Some Neighborhood Helpers.	Provide opportunities in social studies, science and language arts for children to choose interest areas for independent study.
	Provide opportunities for children to learn through discovery in elementary science units.	Provide opportunities for children to learn through discovery in elementary science units.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK

Sub-Concept: Positive attitudes toward work and self contribute to employability.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
6. To help children develop pride in a job well done.	Utilize evaluation techniques with students in helping them assess quality performance of self and others.	Have class develop and use a performance scale for group activity.
7. To help children see the relationship between task completion and follow up activities.	Observe and analyze various activities that have two or more successive steps necessary for completion.	Set up a production line in Art. Evaluate the role and responsibility of each person's activity to the other.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: People can bring dignity to work when they and what they do are needed and valued by others.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
1. To help pupils express a respect for all workers.	Have the students discuss what life would be without certain jobs: A. Trash collectors B. Painters C. Bus Drivers D. Others	Have the students analyze in depth, the personal, social and scientific contributions of various jobs. A. Road construction workers B. Space project helpers C. Others
2. To help pupils develop a habit of optimum performance.	In individual pupil activities, compare actual performance with one's potential performance.	In individual pupil activities, compare actual performance with one's potential performance.
49 To help pupils develop an understanding of the heed to assume responsibility for the outcome of their decisions.	In classroom group activities, evaluate productivity as related to decisions made.	Have the class play "Truth or Consequences" utilizing Mathematics or Social Studies lessons.
4. To help pupils see the relationship between task completion and subsequent activities.	Have designated classroom jobs for the students. A. Clearing chalk board B. Cleaning fish bowl C. Passing out and collecting papers D. Collecting gym equipment	Have the class study sequenced processes using such roles as: A. Auto construction B. School occupations C. Family Jobs Have the students simulate a production industry in the classroom to produce cookies, candies, or a paper made product.

Elementary Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: People can bring dignity to work when they and what they do are needed and valued by others.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
5. To provide students with various opportunities for successful experiences to enhance their self-concept.	Provide opportunities for students to assume responsibilities that will contribute to the daily well-being of the total group. The following are examples: A. Clearing cafeteria tables B. Picking up trash C. Putting up chairs	Provide gradational classroom experiences for each student.
6. To help students develop an appreciation and respect for all workers through an understanding of their interdependence.	Have the students read and discuss stories about community workers and how these occupations relate. Have the students make maps that trace how a letter gets delivered or how food is grown and finally reaches the table.	In taking field trips, have the students identify all workers involved and discuss the contributions of each worker in helping to make this a successful learning experience.
7. To show how workers from cultural groups make unique contributions that are needed and valued.	Have the students plan an exhibit of products made by a variety of groups, e. g.,Irish linens, Cherokee wood carvings.	Have the students plan a program that includes Native American, Afro-American, and Appalachian folk music and dances.
8. To help students express a respect for all workers.	Have the students invite guest speakers from school staff such as cafeteria worker, nurse, secretary, custodian. Have the students suggest ways that the person's job would be made easier. Have the students write thank you letters to members of the staff.	In Language Arts, have the students imagine ... What life would be like without the following: Custodian, Doctor Nurse, Farmer Truck Driver, Cafeteria Worker Garbage Collector

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: People can bring dignity to work when they and what they do are needed and valued by others.

Career Education Objectives	Suggested Strategies: Early Childhood	Suggested Strategies: Later Childhood
9. To help pupils identify how dependent we are upon various workers who perform a valued service to society.	Have students identify the services that various staff members perform to make school a better place in which to work and live.	Have students discuss the problems that would be brought about if the following workers would go on strike: A. Taxi and bus drivers B. Garbage collectors C. Plumbers D. Airplane pilots E. Truckers F. Electricans G. Doctors and nurses H. Television repair persons I. Teachers J. Hospital workers

JUNIOR HIGH/MIDDLE SCHOOL

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work can contribute to improving the quality of life.

Career Education Objectives	Suggested Strategies
1. To show that work in any society may satisfy emotional, intellectual and physical needs.	Have students use the person on the street or on the job interview technique to help students to see how various jobs satisfy emotional, intellectual and physical needs. Have students find out how the work of various famous people has helped them to satisfy emotional, intellectual and physical needs. Use the film Bob and Karen and Ted and Janice to illustrate how four students chose occupations on the basis of how well they could satisfy such needs. Discuss the frustrations versus the satisfactions that various jobs provide. Have students observe television programs for one week and make a chart showing how the occupations of various characters would be either satisfying or frustrating to you.
2. To show that work can stimulate creativity.	Have students make a collage of cars noting the variations in their style or design. Have the students visit classes in different areas of the school and observe the creative aspects of each subject or activity (Boiler Room, Office, Gymnasium, Shops, Subject Area Classrooms).

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work can contribute to improving the quality of life.

Career Education Objectives	Suggested Strategies
3. To identify how technology relates to and influences work.	Provide an opportunity for the students to develop a mural showing the benefits that people have received from technology and some of the problems that technology has caused. Have the students illustrate a time line from 1900-2000 showing the relationship of technology to the environment. Plan a tour of a computer center and help the students discover ways in which the computer has been used to improve the quality of life in health, science, and recreation. Have the students compare the costumes of 1874 with the dress of 1974 and note how technology influenced the changes that have taken place. Have the students compare the physical, emotional and intellectual requirements for a job applicant at a textile mill in the 1800's with a present day job applicant at a modern (1974) textile plant, such as Burlington Industries.
4. To show that the "Quality of Life" is subjective to nature.	Have the students read the fence painting episode from Tom Sawyer and in a follow-up discussion prove their understanding of the strategy Tom used to avoid painting. Then ask students to role play a similar incident from their own experiences in which they illustrate their efforts to apply this kind of strategy. Conclude the activity by asking students to contribute to a class list of incidents that support the following Mark Twain statement:

Junior High Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work can contribute to improving the quality of life.

Career Education Objectives	Suggested Strategies
	"Work consists of whatever a body is obliged to do and play consists of whatever a body is not obliged to do."
	Have students list adjectives describing certain occupational roles.
	Have students rank a random series of occupations in terms of those they would prefer to have a brother or sister pursue.
	Have students rank in order of their importance ten items which might improve the quality of life for them e.g.,money, leisure, time, title, job satisfaction, health, computerized equipment, home ownership, travel.

Junior High Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: People can bring dignity to work when what they do is valued.

Career Education Objectives	Suggested Strategies
To recognize that societies place different values on different types of work.	Have students compare urban to rural occupations through use of reading, the library, field trips and camera trips. Conduct a mini sociological survey. Students might develop questions, select samples, develop statistical procedures and use other techniques. Sample survey questions might include comparison of age and ethnic background; marital status and religion with work attitudes; salary desire and job status. Have a speaker or panel on the subject of "How Important Is My Occupation"? Have students write an obituary notice about an occupational type. Provide an opportunity for students to utilize a study of standards: What 300 means to the batter. What a 20 game winner means to the pitcher. What 80 wpm means to the typist. What .005 of an inch means to the machinist. Provide an opportunity for the students to demonstrate how standards, records, and averages differ by using numerical examples. Use a list of occupations that have a wide range in general prestige and requirements. Have students rank in order of preference.

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Junior High Level

MAJOR CONCEPT I: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work roles for mean and women change.

Career Education Objectives	Suggested Strategies
1. To show that sex roles and work have been determined by societal attitudes rather than by the work task per se.	Have students look through the classified section of a newspaper and list ten jobs that are more appropriate for men; and ten jobs that are more appropriate for women. In a follow-up discussion A. Compare choices of jobs. B. List the reasons offered for the assignment of jobs to men or to women. C. Categorize these reasons under the following headings: Fact Opinion Feeling or Attitude Other Have the students consider the following list of activities and indicate which ones they expect to see men doing most often today? Which ones they would expect to see women doing most often today? Why?

Activities	Male	Female
Cooking		
Writing		
Directing a business		
Playing baseball		
Teaching first grade		
Operating a camera		
Flying an airplane		
Removing an appendix		
Cleaning		
Shopping		

MAJOR CONCEPT I: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work roles for men and women change.

Career Education Objectives	Suggested Strategies
2. To show that work roles in our society are changing.	Have the students prepare a mural tracing the changing roles in air transportation between the period of 1950 - 1974. Use a work values inventory with the students. Discuss the implications of the findings.
3. To show that changing work roles have influenced family patterns.	Have the students view the following situation: The father in Life With Father had very strong convictions about the way a family should be managed. How would the reaction of today's father and the reactions of the father from Life With Father be likely to differ in regard to your mother's: Desire to go to night school? Desire to get a job? Desire to wear a pants suit? Desire to have short hair? Desire to vote democratic? Desire to have father share in the household duties?
4. To show the influence of change agents, e.g., legislation, curriculum - on the elimination of sex discrimination and work.	Have the students research the development of social agencies, i.e. FEPC, EEO, CAA. What biases stimulated the formation of these agencies? What changes have these agencies stimulated? Have the students trace the women's liberation movement.

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Junior High Level

MAJOR CONCEPT I: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work roles for men and women change.

Career Education Objectives	Suggested Strategies
	Have the students conduct a personal survey of the occupations of adults in their community. Chart the results under the following headings: A. Occupation B. Men Only Employed C. Women Only Employed D. Either Men or Women are Employed Categorize the reasons for these assignments under these or similar headings: A. Cultural B. Traditional C. Legal Clauses D. Community Pressure Have the students research at least three groups of people to note work patterns and work roles of men and women. For each pattern listed, indicate as to whether the pattern would be classified in our society as stereotypical or non-stereotypical. Provide an opportunity to hold "Heritage Tree" periods. Invite in an Amish, an Indian, an Octogenerian, a recent immigrant. Have persons talk about customs, mores, attitudes, and work roles that have been traditionally practiced by their ancestors.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work roles for men and women change.

Career Education Objectives	Suggested Strategies
5. To show the relationship of cultural biases for stereotypical work behavior.	Have the students visit a large toy store. List the toys observed under the following headings: Obviously For Boys Obviously For Girls Obviously For Either Boys Or Girls Have the students compare the toys of today with the toys of 50 years ago. Discuss the suggested differences in roles. Have the students use television shows like "All In The Family," "Hawaii Five-O" and "The Waltons" as a source of information and complete the following activities: A. List the main characters and their activities. B. List the supporting characters and their activities. C. Are men or women more often involved in the active roles? In decision making? In permanent parts? Are the roles liberal in their portrayal?

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Junior High Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work roles for men and women change.

Career Education Objectives	Suggested Strategies
	Have the students research and compare the changing role of the housewife. List the activity most likely executed at a certain hour.

HOUSEWIFE SCHEDULE

Time of Day	Housewife of 1900-1930	Housewife of 1970's
5:00 a.m.		
6:00 a.m.		
7:00 a.m.		
8:00 a.m.		
9:00 a.m.		
10:00 a.m.		
11:00 a.m.		
12 Noon		
1:00 p.m.		
2:00 p.m.		
3:00 p.m.		
4:00 p.m.		
5:00 p.m.		
6:00 p.m.		
7:00 p.m.		
8:00 p.m.		
9:00 p.m.		
10:00 p.m.		
11:00 p.m.		
12 Midnight		

Junior High Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: One's contribution to society affects one's sense of self worth.

Career Education Objectives	Suggested Strategies
1. To show that one can make a contribution to society in areas other than the occupational setting.	Provide an opportunity for students to make a collection of biographical data on five noted persons. Note the main area in which each person made the newsworthy contribution. Classify it as to whether it is job setting, community setting, political, public service, volunteer service, etc. For a period of five days, clip articles on persons achievement from the local news. Note why the person was recognized. Note the aspect of society in which the contribution was made. Have the students study the life stories of people considered successful. Analyze their social contributions. Have the students project their preference of life styles in terms of balanced contributions through work, play, and service endeavors. Have the students study the reduced work week and day and how it has emerged. Relate the reduced work week to ways in which the individual can make contributions to society outside of his work setting.

Junior High Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK

Sub-Concept: One's contribution to society affects one's sense of self worth.

Career Education Objectives	Suggested Strategies
2. To show that meaningful group participation is rewarding.	Set up a simulated work situation in the classroom where students can participate in a group experience and later analyze their findings toward such an experience. Provide an opportunity for students to analyze the benefits of investment in mutual funds as compared to singular investments. Have the students analyze the merits of group hospitalization as a job fringe benefit. Have the students plan an international meal. Each student will prepare one small item of the total meal. Plan a tour of an industrial facility to view an assembly line. Analyze the interdependency of roles. Have students participate in a Foods Class, working in groups of 4 - 6 in which duties will rotate. Analyze the roles. Have the students conduct cross level interviews with industrial workers so as to note the interdependence of work roles and the value of group participation. Provide an opportunity for the students to study the power of group pressure - e.g., lobbying, strikes, boycotts. Have the class observe a basketball team in action. Analyze the value of team work.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Individual life styles influence career choice.

Career Education Objectives	Suggested Strategies
1. To help students to understand the influence of cultural heritage on career choice.	Have the students view films: AN AFRICAN COMMUNITY, THE MASAI, BLUE MEN OF MOROCCO, LIFE IN A JAPANESE FISHING VILLAGE, AND PEOPLE OF VENICE. Have the class try to identify the qualities on which each culture places great emphasis and the likely occupations that young people in each society might pursue. Plan a visit to an Amish farm. Discuss elements of Amish culture that might affect career choices of the young Amish family members. Have the students visit communities in the area associated with various ethnic groups and find out what types of businesses and jobs predominate in each area. Sample communities are: Little Italy, Chinatown, and Jewish Neighborhoods. Speculate on reasons for the predominance of certain jobs or businesses in each area.
2. To show the relationship of cultural values to work roles.	Have the students compare the annual salaries of the President of the United States, Karim Abdul Jabar, their teacher, their father and a doctor. Discuss the implications of this information in terms of our cultural values and their relationship to work roles in our society.

Junior High Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Individual life styles influence career choice.

Career Education Objectives	Suggested Strategies
	Have the students visit an unusual business concern in the area. Find out what types of job openings the firm has and try to find out the number of people in each category below who are employed in each of the following positions: Persons 18 or under, Persons over 55, Blacks, Orientals, American Indians, Spanish Surname, Caucasians, Catholics, Protestants, Jews, and others. Try to correlate the information as a class.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Individual life styles influence career choice.

Career Education Objectives	Suggested Strategies
3. To show that career choice has an influence on subsequent life styles	Have the students look at several different occupations and find out the salary, hours, working conditions, and training necessary for each. Using this information, have them speculate on the effects that each occupation would have on one's life style in terms of advantages, restrictions, and responsibilities. Encourage the students to interview an adult in an occupation that they might like to pursue and find out how the person's occupational choice influenced such aspects of life as education, financial security, marriage, family life, and home locations. Have the student seek out articles or films about people who have changed careers in mid-life and look for reasons why people change careers.
4. To show the relationship of cultural biases for stereotypical work behavior.	Stimulate the students to pursue the want ads in the newspaper to find items which limit the range of job applicants for any reason other than their ability to do the job, e.g., age, sex, religion. Have the students look at photographs of a group of people of different racial, cultural and religious backgrounds. Try to guess the occupations of each. (The teacher might have an active listing of the backgrounds of the people). Have the students interview individuals who have jobs that might not be generally traditional. Find out what biases may have affected them at some point in their careers, e.g., male nurse, female jockey or woman mechanic.

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MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Positive attitudes toward work and self contribute to employability and job satisfaction.

Career Education Objectives	Suggested Strategies
1. To help students to understand attitudes and behaviors basic to employability.	Involve a representative from the State Employment Security Office to speak about the types of attitudes and behaviors which employers look for in a potential employee. Have the students list some of the general requirements expected of all workers regardless of the job such as social conformity, accepted work habits, adjustment to supervision, needed education, and ability to get along with others. Have the students rate themselves in each area. Use "A" for above average,"B" for average, and "C" for below average. The student would then have to indicate ways to improve in that area.
2. To develop an awareness of the kind of communication skills required for employability and occupational maintenance.	Use the video tape. Tape a T.V. show with students playing the role of the employer and employee in such a situation as the old employer and young employee, failure to ask questions when you misunderstand, etc. Discuss how both may have acted differently. Have the students play the part of a supervisor who must make out a report on an accident which occurred in the plant. Have the students re-enact the accident; then have the students write their report. Have the students read their accounts of the accident. Have the students complete a job application form, social security application and work permit application. Provide for viewing the following Guidance Associates Filmstrips: Trouble At Work, Job Attitudes, Failure to Communicate.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Positive attitudes toward work and self contribute to employability and job satisfaction.

Career Education Objectives	Suggested Strategies
	Simulate with the class a verbal password game.
	Provide for the use of the Encyclopedia of Careers so that the student may find out what communicative skills are necessary for various occupations.
3. To help students identify those attitudes and skills required for occupational maintenance and promotion.	Have the students view the filmstrip: Job Attitudes: Trouble at Work
	Discuss with the students the basic rules for occupational maintenance: Look for the right job. Be on time - coming and going. Call the boss when you can't come to work. Do what you are asked to do. When you are on the job - work on the job. Be polite to everyone. Get along with people. Do the work that has to be done. Get to be good at your job. Be able to take instructions. Be able to take criticism.
	Use role playing to show students breaking rules while the rest of the class tries to guess what rule is being broken.
	Invite a supervisor from a local industry to speak on the attitudes of good workers.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Positive attitudes toward work and self contribute to employability and job satisfaction.

Career Education Objectives	Suggested Strategies
	Explain the Peter Principle. Create examples of situations where people are promoted to a level of incompetency. When people reach this point - the one at which performance is not outstanding, they are seldom promoted and they remain at the level at which their performance is lacking. He argues that such performance, when noted should result in the persons demotion to the highest level at which he was performing in a superior fashion, thus keeping him at a level where his performance is optimal, rather than average or minimal.

Junior High Level

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with an understanding of one's self, access to information and experience, an awareness of alternate courses of action and the skill to predict probable outcome.

Career Education Objectives	Suggested Strategies
1. To provide the opportunity for students to examine their interests and abilities.	Have the students take an interest inventory test, e.g., Kuder Preference Interest Inventory. Have the students make a collage based on specific interest, e.g., sports. On the collage show many occupations related to this field of interest. Have the students take diagnostic tests in any curriculum area, such as mathematics, to determine strengths and weaknesses.
2. To enhance the understanding of self through exploratory experiences.	Help the students analyze self through use of a values chart. See appendix. Provide an opportunity for the students to participate in mini courses to explore a variety of interests and skills. Have the students evaluate these experiences in relation to their understanding of self. Provide an opportunity for interested students to participate in a volunteer in-school work experience program through which they can explore various types of realistic career choices. Have the students chart their involvement on the following form:

EXPERIENCE EVALUATION CHART

Exploratory Experience	Skills Used	Did I Like It?	Reason For like or Dislike	Related Job Cluster

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with an understanding of one's self, access to information and experience, an awareness of alternate courses of action and the skill to predict probable outcome.

Career Education Objectives	Suggested Strategies
3. To help students recognize trends in vocations that may be helpful in decision making.	Have the students select 3 occupations in different clusters and report the changes which have taken place. Sample areas are: A. Technological aspects B. Salary C. Employment opportunities Have the students make a chart indicating changing trends in salary, employment outlook, and training requirements. References: Chronicle Guidance Briefs Encyclopedia of Careers Occupational Outlook Handbook Have students interview members of the school staff or community to determine the recent trends in their occupational fields.
4. To help students to identify and clarify their values regarding self, society and work.	Have the students consider the five (5) qualities that are most important to them from this list. Make a list on the board of the number of students who have included each quality in order to discuss the most important ones. Discussion of each quality will follow. Hardworking, Honest, Cheerful Patient, Loyal, Dependable Good sense of humor, Friendly, Unselfish Good sport, Independent, Full of ideas Wealthy, Attractive, Smart

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Junior High Level

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with the understanding of one's self, access to information and experience, an awareness of alternate courses of action and the skill to predict probable change.

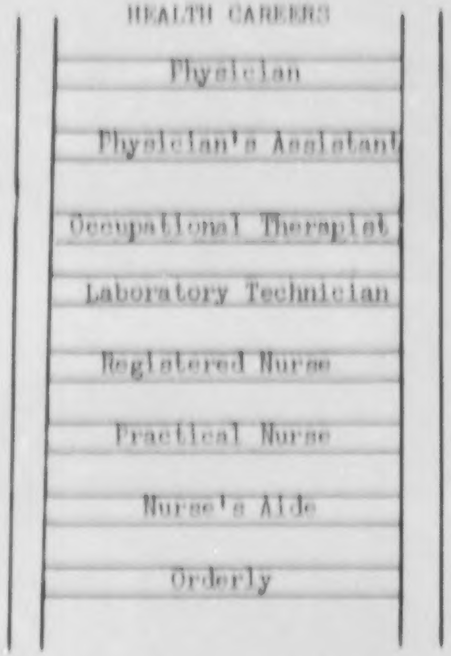
Career Education Objectives	Suggested Strategies
	Have the students complete the following activity after posing this situation: You had a summer job in which you made $100.00. This must last until the end of the first marking period. How would you spend this money using the chart below. You do not have to use each area or you may want to include others. AMOUNT Savings .... ____ Charity .... ____ Clothes and/or grooming supplies .... ____ Recreation - hobbies .... ____ dates .... ____ dances .... ____ movies .... ____ sports .... ____ books, records, tapes, etc. .... ____ Food - lunches .... ____ snacks .... ____ Transportation .... ____ Other .... ____

Junior High Level

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with an understanding of one's self, access to information and experience, an awareness of alternate courses of action and the skill to predict probable change.

Career Education Objectives	Suggested Strategies
5. To help increase student's awareness of alternatives in the world of work.	Have the students compare people living in different geographical areas and the types of work unique to each. Plot the results on a large class map. Have the students make career ladders representing some of the different occupational families. Sample ladder:



MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with an understanding of one's self, access to information and experience, an awareness of alternate courses of action and the skill to predict probable change.

Career Education Objectives	Suggested Strategies
6. To help students to assess their potential in relation to others of like abilities and interests.	Have the students complete the following self evaluation chart:

COMMUNICATION SKILLS

Place a check in the column which best describes you.	Doing all right	Need to do more	Need to do less
1. I participate in discussion groups.			
2. I am usually brief and concise.			
3. I usually make my point.			
4. I accept ideas of others.			
5. I listen attentively.			
6. I think before I talk.			
7. I keep my remarks on the topic.			
8. I give thoughts so that others understand me.			

Junior High Level

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with an understanding of one's self, access to information and experience, an awareness of alternate courses of action and the skill to predict probable change.

Career Education Objectives	Suggested Strategies
7. To provide opportunities for students to experience success and/or failure in "Hands on" activities from which career decisions may be made.	Have the students draw maps from specific step by step directions in order to demonstrate their ability to follow directions and use basic graphic skills. Using a checklist have the students analyze each other's maps for identical features. Discuss the relationship of these two skills to success. Have the students in mathematics set up steps for solving a word problem. Have the students outline a story. Have the students copy a drawing or picture in origami. Have the students repeat an acrobatic routine done by someone else. Have the students duplicate and write up an experiment. Have the students make or build products. Give them the experience of selling these. At the end of the project, have the students identify the activities they enjoyed and achieved the greatest degree of satisfaction. Have the students discuss the related skills and interests.

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with an understanding of one's self, access to information and experience, an awareness of alternate courses of action and the skill to predict probable change.

Career Education Objectives	Suggested Strategies
8. To help students learn that one is responsible for commitment.	Have the students make a flow chart which gives conditional statements with two or three alternatives covering their daily schedule. The activities proposed should illustrate a consequence of the choice, e.g. when the alarm rings, do you arise or not? Some of the decision points might include food choices, class attendance, after school activities, or dress. Have the students react to the following situation: "You are the recipient of a generous, monetary gift from a favorite aunt, living or deceased. What choices are available to you and what are the consequences of the choice that you make?"

Junior High Level

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEEDS.

Sub-Concept: **Career decisions are important to and influenced by students, their parents and the community at large.**

Career Education Objectives	Suggested Strategies
1. To enable students to evaluate a variety of life styles in order to help them develop their career decision making skills.	Have the students view the filmstrip, "Liking Your Job and Your Life" - Guidance Associates.
2. To help students to be aware of peer, family and community pressures which largely influence career decisions.	Have the students pick out five (5) significant adults and indicate the ways in which each has influenced their behavior, goals, and ideas.

SIGNIFICANT ADULT	INFLUENCE ON MY LIFE

Junior High Level

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEEDS.

Sub-Concept: The development of effective decision making skills requires an opportunity to make choices and to assume the responsibility for them.

Career Education Objectives	Suggested Strategies
1. To make students aware of the fact that each freedom has a corresponding limitation.	Have the students list the basic freedoms in the Constitution and enumerate limitations involved in each freedom.
2. To provide students with instruction in decision making skills which will enable them to understand that each decision, whether right or wrong, aids them in the maturing processes.	Have the students keep a record of major decisions made each day for a period of one week. Discuss what was learned from each decision.
3. To make students aware of interdependence in their lives as it relates to the decision making process.	Using the situation of a labor strike, explore management and labor decisions, family decisions and the effects on the junior high school age children. Imagine that the following persons are on strike and list some of the effects on others: A. Hospital workers B. Teachers C. Zoo attendants D. Taxi drivers

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: Most individuals have the potential to recognize their strengths and limitations.

Career Education Objectives	Suggested Strategies
To help students to recognize the similarities and differences between their own character and behavior traits and those of others through the process of group dynamics.	Have the students divide into two groups. Present the groups with several true to life situations faced by teenagers. Each group will decide on a resolution of each situation. Then they will compare their resolutions to those of other groups. Example: You want to get a part-time night job. Your parents refuse. How would you resolve this situation? Have the students recreate a historical situation. Have them indicate how they would resolve it. Example: Granting of amnesty by George Washington after the Revolutionary War or by President Richard Nixon to draft dodgers.

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Career Education Objectives	Suggested Strategies
1. To provide opportunities for students to make realistic curricular and extra curricular choices.	Have the students complete the chart:

"SCHOOL SUBJECTS AND EXTRA CURRICULAR EXPERIENCES"

Subjects	Grades	Things I Dislike About Each	Things I Like About Each
Academic Subjects			
Art			
Chorus			
Sports			
Clubs			

Following the above activity the teacher will lead a discussion to help students relate their likes and dislikes to their success in school and other experiences. A follow up discussion might be introduced by the question "How do your grades and attitude reflect your strengths and weaknesses which might in turn affect your career choices?"

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: An individuals unique characteristics will affect his career options as well as his career decisions.

Career Education Objectives	Suggested Strategies
2. To help students to understand the inter-relatedness of skills, physiological make-up, interests, experiences and career planning.	Have the students choose 3 occupations from a list of ten occupations. Instruct them to list skills, psysiological make-up, interests and experiences necessary to do each job. A sample listing: Paper hanger, Astronaut, Surgeon, Jockey, Plumber, Dancer, Salesperson, Secretary, Model, Teacher, Nurse Instruct the students to study the daily or Sunday papers or magazines and list or select articles or pictures which deal with jobs in which many traits are necessary. For example: Lineman - electrical knowledge, physical activity, ability to withstand outdoor temperatures, interest in detail work. Nurse - Interest in people, finger dexterity, scientific knowledge, physical stamina

Junior High Level

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: One's sense of self worth affects one's contribution to society.

Career Education Objectives	Suggested Strategies
1. To provide opportunities which will enable students to contribute to school and social activities.	Have the Home Economics students: A. Plan faculty teas B. Plan and participate in fashion shows C. Act as receptionists at PTSA special meetings Encourage the students to become involved in the Student Council, the School newspaper, the yearbook, the literary magazine, dance committees, science fairs and other activities. Aid the students in planning extra-curricular social activities as well as service activities. Example: The Toys For Tots Drive, a canned goods drive, a party for orphans.
2. To provide opportunities to assess their own self worth through studies of literary and historical personalities.	Have the students read the novel Tom Sawyer and compare themselves to Tom or Huck by making a list of attributes of one of the characters. Then have the students make a list of their own attributes. At this point have the students write a composition comparing their own attributes with one of the characters.

Junior High Level

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: One's sense of self worth affects one's contribution to society.

Career Education Objectives	Suggested Strategies
3. To make students aware that their qualitative contribution to society enhances their own self worth.	Instruct the students to make a list of famous personalities each of whom excels in one of the following fields: Science, Art, Entertainment, Music, Literature, Medicine, Technology, Sports, Education Upon completion of the list, have the students choose one person they would most like to be and tell why.

Junior High Level

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: One's sense of self worth affect one's contribution to society.

Career Education Objectives	Suggested Strategies
	Encourage the students to react to the following situation: You are a heart surgeon. You can perform only six operations. You have twelve patients who are in need of this type of operation. Without this operation these people will die in three weeks. The students will have five minutes to decide which people will have the operation. The patients are: A 31 year old bookkeeper A pregnant housewife A militant medical student A famous historian A Hollywood star A carpenter A 54 year old Rabbi An Olympic atholete A college co-ed A policeman A first year elementary school teacher A 16 year old school drop-out A discussion should follow with students justifying their choices.

Junior High Level

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: A variety of successful experiences enhances one's self-concept.

Career Education Objectives	Suggested Strategies
1. To provide multiple opportunities to foster individual and group development in specific learning skills and social activities.	Aid the students in foreign language class or a home economics class in promoting an inter-cultural gourmet party. Have the students write and produce skits, including props, costume design, sets, etc., showing life in the Middle Ages or Colonial times.
2. To provide opportunities for students to evaluate their experiences in terms of their life development.	Provide students with the opportunity to hear a series of speakers at a designated time such as Career Day, Career Conference, etc., in order to increase their awareness of opportunities that relate to their experiences.
3. To stimulate activity that will merit praise and recognition for the student.	Provide the opportunity for students to shadow an individual in a specific job, e.g., "Ride Along" with a policeman. Have the students recreate a program such as "Its Academic", tailored to the subject area which is being developed at that time. The competitive activity would consist of two teams with three members each.

Junior High Level

MAJOR CONCEPT 4: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: A variety of successful experiences enhances one's self-concept.

Career Education Objectives	Suggested Strategies
	The faculty will give recognition to outstanding students for achievement and service. For example: Each teacher will pick two students from each class for recognition - #1 highest academic achievement, #2 for outstanding service.
	Provide the students with the opportunity to receive encouragement and assistance in participating in community sponsored activities, e.g., Optimist Oratorial Contest, American Legion Essay Contest, Volunteer Hospital Work, Scouting, Recreation Council Activities.
4. To provide gradational experiences to encompass the multiplicity of interests and achievement levels of the students.	Have the students use an SRA Mathematics Cross-number Puzzle Kit in which they are allowed to work on various skills at varying levels after the administering of a survey test by the teacher. Sample activity:

PART A.

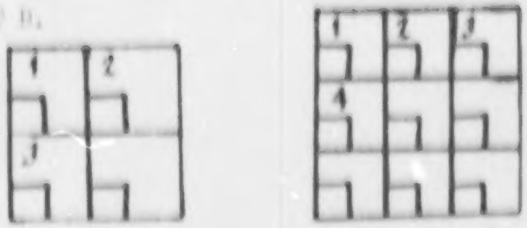
ACROSS	
1	.11 + .17
3	3 x 9
DOWN	
1	.55 - .33
2	29 x 3

ACROSS	
1	1 + .74
4	34 - .5
DOWN	
1	39 ÷ 3
2	.76 - .03
3	9 x .5

Junior High Level

MAJOR CONCEPT J: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: A variety of successful experiences enhances one's self-concept.

Career Education Objectives	Suggested Strategies
	PART B.  Aid the students in the preparation of a booklet of original writings, such as poems, limericks, jokes, and short stories. Duties, such as preparation of written materials, illustrations of work, creation of cover, typing, duplication and collation will be assigned to students on the basis of interests and abilities. A credit page will be included in the booklet.

Junior High Level

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: An individual can develop meaningful interpersonal relationships through improved communication skills.

Career Education Objectives	Suggested Strategies
1. To foster the development of the student's facilitative skills in cognitive and affective areas.	Divide the students into teams. A representative from each team will act out titles of stories, famous quotations, occupations, etc. within 60 seconds. Instruct the students to draw pictures to illustrate the moods created by different musical selections or have the students view famous paintings and choose from a variety of musical selections the ones which they feel match each picture.
2. To aid students in the understanding of feelings, moods and attitudes communicated through overt behavior, i. e., dress.	Encourage the students to view a series of 5 - 10 pictures from magazines and newspapers illustrating different feelings, moods, and attitudes by stance, facial expressions, and/or apparel. Students are to list a one word description of their reaction to what they see. When this task is completed, compile a list of the words used tallying repetitive use on the chalkboard under a number representing each picture. Compare the results for similarity of feeling. In a discussion, have students analyze what part of the picture suggested the feeling(s). Have the students each create a cartoon character. This same character will be illustrated in various moods on a large piece of paper. Identify the moods.

Junior High Level

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: An individual can develop meaningful interpersonal relationships through improved communication skills.

Career Education Objectives	Suggested Strategies
	Have students view the film, "I Am A Mine" (OIMS), which demonstrates and explains the art of mime in movement and story.
3. To stimulate the students' understanding and appreciation for the communication skills of various racial and cultural groups.	Have the students divide into groups and prepare dialogues to present to the class. Illustrate the need for understanding the terminology or vocabulary of specific groups before communication can occur. For example: 1. Conversation between an auto parts counterperson and a consumer ordering racing equipment in technical terms. 2. Street corner conversation between two newcomers discussing a recent experience, e. g. movie, TV show, encounter with authority - police, school official, store owner. 3. Technical exchange between two medical specialists discussing a patient's condition and possible surgical procedures or two technicians attempting to resolve a mechanical problem.

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MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: An individual can develop meaningful interpersonal relationships through improved communication skills.

Career Education Objectives	Suggested Strategies
	Have the students view OIMS films, "The Music of Africa" and "Discovering the Music of Japan" to help them identify the variety of musical instruments of other lands and cultures, to see how and why they differ from our own, and to gain appreciation of them. Provide students with the opportunity to view the film, "A Journey", OIMS #5783 which shows different cross sections of society and problems of communication.
4. To give students the opportunity to study persons who depend on communications as a livelihood.	1. The teacher will invite speakers to discuss with the students the various aspects of their jobs in the following communication areas: a. Radio and Television Stations b. Telephone Company c. Western Union d. Advertising Company e. Newspaper Offices 2. Request that the students complete the following assignment: By the end of this week, review the news programs on at least three (3) of the local channels and complete the following chart:

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Junior High Level

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: An individual can develop meaningful interpersonal relationships through improved communication skills.

Career Education Objectives	Suggested Strategies
	A.

Channel	Special Feature	Investigative Reporter	Newscaster	Sportscaster	Weatherman
1. 2. 3.					

Compare each newscast and tell which is preferred and why.

B. List from the credits the roles of the "unseen" individuals necessary to produce the broadcast.

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: An individual can develop meaningful interpersonal relationships through improved communication skills.

Career Education Objectives	Suggested Strategies
5. To help students identify and utilize effective communications skills.	The teacher will give a student a quiet, verbal direction, such as, "Get up from your chair and close the window". Have the students pass the directions along one to another, making sure the rest of the class cannot hear what is being said. After the last student has heard the directions tell what the directions were originally. The statement will be altered in some way. Discuss the importance of good communication skills. Use the phone kit from Chesapeake and Potomac Telephone Company. In practice conversations have the students give directions from their homes to the school. As the directions are given others in the class will plot them on a local map. Have students view the OIMS film, "The Eye of The Beholder". Afterwards, discuss the need for effective communication skills.

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: Basic language and computational skills influence one's ability to make and implement decisions throughout life.

Career Education Objectives	Suggested Strategies
1. To provide students with opportunities for continuing development of basic skills in the cognitive areas.	In Guidance, English, Mathematics Departments have the students participate in role-playing sessions where they will conduct mock interviews with community members, e. g. bank cashier, copywriter, buyer or sports equipment for local store, minister, truck driver, beauticians. Have the class critique interviews and develop appropriate guidelines for proper interviewing.
2. To give students the opportunity to be cognizant of the relevancy between basic skills and career development.	Assign students practical application mathematics problems, which are applicable to present life situations, e. g. John is saving to buy a car. His job pays $ 2.05 an hour. He works 3 hours each evening Monday through Friday and 4 hours on Saturday. What is his weekly salary? If he spends 50¢ for lunch eacy day and $ 5.00 a week for recreation, how long will it take him to save $ 500.00 for his car? Have the students use the Guidance Associates filmstrips and records, "People Who ______________" Series, e. g. "People Who Organize Facts". Using discussion techniques, help the students to focus upon the relevancy of the basic skills to each job observed.

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: The ability to assess and understand one's self in terms of ability, interest, motivation, achievement, values and beliefs increases one's ability to develop other skills and competencies.

Career Education Objectives	Suggested Strategies
1. To provide students with multiple means of assessing their skills and competencies in order to determine which areas may be developed.	Have the students graph their own profiles using the results of the Iowa Tests of Basic Skills and Cognitive Abilities Test, as well as any other standardized tests that they have taken. Have the students use the junior occupational view deck. Have the students develop a subject rating chart, e.g., How I Rate Myself.

Subject	High	Average	Low	Strategies for Improvement

Junior High Level

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: All curricular areas provide experiences and develop skills that can contribute to the individuals choice and implementation of a career.

Career Education Objectives	Suggested Strategies
1. To assist students in relating curriculum offerings to their total career plans.	In conjunction with the school counselor, provide an opportunity for students to evaluate their present senior high curriculum plans in terms of what they wish to do in the future.

CAREER EVALUATION

Present Courses Taken	Skills or Knowledge Gained	Tentative Senior High Educational Program
Skills Hoped to Obtain	Projected Career Related to Information	

Junior High Level

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: The ability to assess and understand one's self in terms of ability, interest, motivation, achievement, values and beliefs increases one's ability to develop other skills and competencies.

Career Education Objectives	Suggested Strategies
2. To help students to identify current interests and to provide experiences for the exploration of new ones.	Have the students take an interest inventory such as the Kuder and have them construct a profile to depict their strong interests. Have the students make a 3 minute sales pitch regarding their highest ranking interest. Utilize with the students Deciding, Gelatt, et al, College Entrance Examination Board, New York, 1972.

Junior High Level

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: All curricular areas provide experiences and develop skills that can contribute to the individuals choice and implementation of a career.

Career Education Objectives	Suggested Strategies
2. To provide opportunities for exploration of career clusters and leisure time implications related to curricular areas.	Classify each of the following occupations by listing it in the appropriate column: Barber, Meterologist, Policeman, Laboratory technician, Dairy farmer, Decorator, Machinist, Doctor, Dancer, Radio announcer, Journalist, Research scientist, Airline hostess, Botanist, Realtor, Foreman

Science	Outdoor	Arts & Humanities	Business Oriented

Junior High Level

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: All curricular areas provide experiences and develop skills that can contribute to the individuals choice and implementation of a career.

Career Education Objectives	Suggested Strategies
3. To make students aware that their qualitative contribution to society enhances their own self worth.	Have students describe or list their contributions to the school, home and community.

Junior High Level

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: The increased development of skills and competencies in a chosen specialty area can provide for a salable skill.

Career Education Objectives	Suggested Strategies
To help students plan a realistic secondary level program.	Provide an opportunity for the counselor to conduct an educational planning conference with several students in a fishbowl situation. An outcome of this activity would be the development of guide questions to assist students in planning their educational programs.

Junior High Level

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: The development of effective interpersonal skills helps individuals to relate to changing social needs and values.

Career Education Objectives	Suggested Strategies
1. To help students develop good interpersonal skills.	Provide the students with trust activities. Have the students pair off. One will be blindfolded; the other will lead. The blindfolded student will be given experiences that will require dependance upon the leader. Reverse the roles and evaluate the reactions. Have the students take part in a Fish Bowl exercise. This exercise uses an inner and outer circle of approximately eight. The group in the inner circle is given a subject to discuss. The people in the outer circle are the evaluators and will take notes as to how the members of the inner group react, e.g.,who is the leader, the clarifier, the goof-off. After 5 to 10 minutes roles are reversed. Evaluation: Have the entire group involved discuss the activity.
2. To provide students with the opportunity to assess interpersonal and human relation skills.	Divide the students into pairs and have them sit back to back. Each student will have paper and pencil. One student in each pair with draw a geometric design on paper. The other student will try to recreate the same design on paper by listening to directions from the first student. When the exercise is completed the roles of the students are reversed with a different design being used. Follow this procedure with a discussion on communication skills.

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: The development of effective interpersonal skills helps individuals to relate to changing social needs and values.

Career Education Objectives	Suggested Strategies
3. To increase student's awareness of the relationship between job success and interpersonal skills.	Have the students make a list of interpersonal qualities helpful in the area of occupations, e.g., handshake, friendliness, etc. They will then explain why each skill is helpful or mandatory in acquiring and keeping a desirable occupation.

Junior High Level

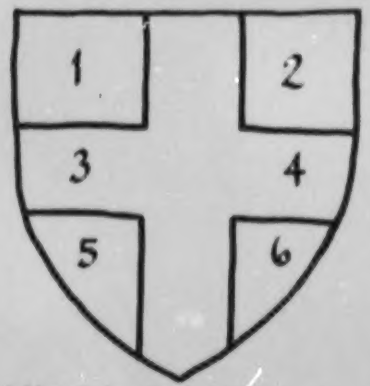
MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: The development of ethical and moral values enable the individual to recognize and deal with contradictions and discrepancies in life.

Career Education Objectives	Suggested Procedures
1. To provide means to assist students in examining ethics and morals in existing value systems.	Have the students design a coat of arms which will depict their values as they relate to their ethical and moral values. Design the coat of arms using the six listed areas. Compare the individualized coat of arms with a coat of arms designed during the days of chivalry.

Fill in the six areas of the drawing to make your own personal "Coat Of Arms". The students will:

A. Draw two things they do well.
B. Draw their "psychological" home or the place where they feel at home.
C. Draw their greatest success in life.
D. Draw the three people most influential in their life.
E. Draw what they would do with one year left to live.
F. Write the three words they would like said about them.



Adapted from "Deciding" by Gelatt, et al, College Entrance Examination Board, New York, 1972

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEED.

Sub-Concept: The development of ethical and moral values enable the individual to recognize and deal with contradictions and discrepancies in life.

Career Education Objectives	Suggested Strategies
2. Provide exploratory experiences that will assist students in the development of their own value hierarchy.	Have the students very quickly make a list of 10 things they like to do. Rank them according to preference. Students will answer the following questions: A. What did I discover about myself? B. I learned that ________. C. I was surprised that ________.

Junior High Level

MAJOR CONCEPT 5: CAREER EDUCATION IDENTIFIES VOCATIONAL AND EDUCATIONAL ALTERNATIVES AND LIFE STYLES AND ASSISTS IN THE INTEGRATION OF THESE DIMENSIONS INTO ONE'S CONTINUING CAREER PLAN.

Sub-Concept: Knowledge of the life style associated with career areas exerts a strong influence over career choice and behavior.

Career Education Objectives	Suggested Strategies
To make students cognizant of the prestige, economic pay-off, and work environments associated with various occupational roles.	Have the students interview a person on any job who will complete a Life Ladder. Each rung on the Life Ladder represents an important year in the person's life. List the important events, e.g., a serious accident, a move to a new home, receipt of a diploma. On the New Activities rung, list new activities that were created. Analyze in terms of life style, economic pay-offs and changing environment.

LIFE LADDER OF A WORKER

JOB ____________

AGES	IMPORTANT EVENTS	NEW ACTIVITIES
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
25		
24		
23		
22		
21		
20		
18		
12-16		

MAJOR CONCEPT 5: CAREER EDUCATION IDENTIFIES VOCATIONAL AND EDUCATIONAL ALTERNATIVES AND LIFE STYLES AND ASSISTS IN THE INTEGRATION OF THESE DIMENSIONS INTO ONE'S CONTINUING CAREER PLAN.

Sub-Concept: Knowledge of the life style associated with career areas exerts a strong influence over career choice and behavior.

Career Education Objectives	Suggested Strategies
	Have the students make charts on which five occupations are ranked in terms of prestige, pay, working conditions, and personal demand placed on the worker. Have the students view the film, "Styles," (OIMS #5782) which illustrates components of life styles.

Junior High Level

MAJOR CONCEPT 5: CAREER EDUCATION IDENTIFIES VOCATIONAL AND EDUCATIONAL ALTERNATIVES AND LIFE STYLES AND ASSISTS IN THE INTEGRATION OF THESE DIMENSIONS INTO ONE'S CONTINUING CAREER PLAN.

Sub-Concept: The quality of the relationship between one's education and one's career is demonstrated by the effectiveness with which the individual can apply and be rewarded by what he has learned.

Career Education Objectives	Suggested Procedures
1. To help students relate their current and continuing program of study to the career world.	Show the filmstrips: "Filmstrip of the Month Series No. 67827 Popular Science", "Your Life of Work", "Volunteer Work" and "Career Planning In A Changing World." View the filmstrips "Cultures" from the Series Man, A Cross Cultural Approach in order to make pupils aware of the four major stages of technology and jobs representative of each stage. Show the OIMS filmstrips "Work - Parts 1 and 2" from the same series to make students aware how people in other cultures are trained and make a living.
2. Provide a series of activities that will foster the development of attitudes and work habits.	Have the students view the OIMS filmstrips and records #8007 "Developing Your Study Skills" and #8056 "Values For Teenagers: The Choice Is Yours."

SENIOR HIGH

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work can contribute to improving the quality of life.

Career Education Objectives	Suggested Strategies
1. To assist students in understanding how work provides satisfaction for basic needs.	Have students compute salaries and other financial compensations using the help wanted ads. Compare take home pay, deductions and other benefits with projected budgets based cn preferred life styles.
2. To help students assess economic fluctuations that may affect the career opportunities of their choice.	Have students pick selected stocks and follow the fluctuations over a period of time to determine its effect on economic structure.
3. To provide students the opportunity to study the various occupations and their demands as related to family relationships, geographics location, ecology, and personal values, as well as the physical and mental well being.	Have students interview parents to compare costs of running their household today and at the time that they were born. Discuss with the class the difference in these costs and how this affects us.

Senior High Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: People can bring dignity to work when they and what they do are needed and valued by others.

Career Education Objectives	Suggested Strategies
1. To develop a respect for work, including its personal as well as social contributions and implications.	Design a forced choice value clarification exercise utilizing persons in various work roles. Justify the implications for maintaining the persons in each occupational role. Reference: Pages 281-286, Values Clarification, A Handbook of Practice Strategies for Teachers and Students.
2. To provide students with the opportunity to experience activities involving democratic processes.	Organize career discussion groups led by community resource persons as a means of making career information more personal and meaningful.
3. To help students increase their understanding of the differences among people and the interdpendence required to complete various tasks.	Utilize films, e.g., Cooperation, Competition, Conflict, Preparing for Jobs of the 70's, Working Together.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: One's contribution to society affects one's sense of self worth.

Career Education Objectives	Suggested Strategies
1. To assist students in developing and maintaining a positive self image.	Have the students tape interviews with various people in the community on their self-perception of contributions to themselves and the community through occupational activities.
2. To assist students in relating a positive self image to career planning.	Have the students make anonymous self image bags using pictures of their likes and interests.
3. To help students analyze how one's perception of other people affects the ability to work cooperatively.	Have the class complete the sentences below and discuss the answers as a group. A. I like to work with people who ______________. B. If I were boss, I would place ______________. C. On the job, my friends expect ______________. D. If I don't understand someone it ______________. E. My work is important, but ______________. F. If I am on the job and someone is working near me, I want to know ______________.

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Senior High Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Work roles for men and women change.

Career Education Objectives	Suggested Strategies
1. To evaluate the extent to which technological change may affect the employment opportunities for men and women.	Plan field trips to local community resources to explore work roles for men and women. Show the film Women In The World Of Work, Vocational Films.
2. To increase knowledge of career possibilities.	Have students research recent special legislation that affect work roles.
3. To assess present and future societal needs as they affect career opportunities.	Have students study various sex role stereotyping in reference to home ownership and credit.
4. To interpret occupational trends and evaluate transferable skills and knowledge that will facilitate retraining.	Provide an opportunity for the students to analyze the latest findings of the local office of U.S. Department of Labor in reference to jobs that are diminishing. Plan a visit to a special upgrading program offered by the Department of Employment Security. Note the retraining program, techniques, skills, and persons involved in the program.

Senior High Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Positive attitudes toward work and self contribute to employability.

Career Education Objectives	Suggested Strategies
1. To assist students in perceiving the standards of conduct involved in the world of work.	Through simulation and role playing, have students examine the expectations of the world of work.
2. To provide an opportunity for students to develop a working belief in value systems.	Arrange for an on site observation of people in various work settings. Use the following chart:

OBSERVATION OF WORK ACTIVITIES

Describe The Activity Observed	Why Would You Like Or Dislike the Observed Activity
1.	
2.	
3.	

AJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

ub-Concept: Positive attitudes toward work and self contribute to employability.

Career Education Objectives	Suggested Strategies
	Create with the students an individual value rating sheet that could be used to help the students relate their own values and attitudes to the observed work and worker. The following is a sample form.

MY FEELINGS ON WHAT I OBSERVED

I Observed The Worker Doing	I Liked What I Observed Because	I Disliked What I Observed Because
I Observed The Worker Doing	I Liked What I Observed Because	I Disliked What I Observed Because
I Observed The Worker Doing	I Liked What I Observed Because	I Disliked What I Observed Because

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Positive attitudes toward work and self contribute to employability.

Career Education Objectives	Suggested Strategies
	Use the filmstrip kit - Finding Work, How One Goes About It, What To Expect: Educational Projections Corporation. Show the filmstrip: Keeping A Job, Attitudes, People Work - Educational Projections Corporation.

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Life styles associated with imprinted cultural values influence behavior.

Career Education Objectives	Suggested Strategies
1. To provide students the opportunity to investigate a variety of life styles.	Have the student committees study and compare different examples of social values regarding achievement as related to communes, ethnic groups, and communist countries.
2. To analyze personal values in terms of tentative career plans.	Have students complete a value ranking exercises, e. g., My career choice will be important because it will satisfy the following: (Rank Order) ________ being with others ________ monetary needs ________ security ________ group friendship ________ authority/power ________ physical activity ________ freedom ________ access to country clubs ________ travel ________ desired publicity ________ desired privacy ________ constant new knowledge ________ other (list)

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub-Concept: Life styles associated with imprinted cultural values influence behavior.

Career Education Objectives	Suggested Strategies
3. To analyze social roles and life style implications of tentative career plans.	Have the students rank the following occupations according to the prestige which is attached to them. Place a "1" in front of the occupation which has the greatest prestige and a "0" in front of the one with the least prestige:

Occupations	Individual Ranking	Group Ranking
A. Police officer		
B. Lawyer		
C. Sanitation Engineer		
D. Steel Worker		
E. Auto Mechanic		
F. Night Club Singer		
G. Minister		
H. Hospital Administrator		
I. Politician		
J. President of a Bus Company		

Have the students interview a person in their anticipated career area. Find out the following:

Attitude of co-workers
Social opportunities connected with the job
General life style of job associates
General education level of co-workers
Vacation plans
The one thing that the person has wanted to do, but has not done because of the job.

Senior High Level

MAJOR CONCEPT 1: CAREER EDUCATION PROVIDES FOR THE DEVELOPMENT AND CLARIFICATION OF ATTITUDES TOWARD THE CONCEPT OF WORK.

Sub- Concept: Life styles associated with imprinted cultural values influence behavior.

Career Education Objectives	Suggested Strategies
4. To assist students in adapting to an adult pattern of social values and responsibilities.	Have the students role play adult patterns associated with the following: If I were the teacher.......... If I were in my father's role.......... If I were the boss.......... If I were the owner of a store..........

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with an understanding of one's self, access to information and experience and an awareness of alternate courses of action and the skill to predict probable outcome.

Career Education Objectives	Suggested Strategies
1. To assist the student with an ongoing development and understanding of self.	Have students make a list of their special skills and abilities. Have the students write a paragraph explaining their personal assets and skills. Stimulate the students to write a description of oneself from the viewpoint of another. Have the students construct a collage on their projection of themselves at work in the future. Have the students read novels or short stories that have a theme of self-awareness or self motivation, e. g., Catcher In The Rye, The Little Prince, I Always Wanted To Be Somebody by Althea Gibson, Marty, The Miracle Worker.
2. To provide the students with the necessary tools for the decision making process.	Have each student list five (5) decisions that were made during the week. List the motive, information, alternatives and risks: DECISION MAKING Decision · Background Data · Alternatives · Risks Have each student discuss a recent decision that involved three (3) or more alternatives.

Senior High Level

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with an understanding of one's self, access to information and experience and an awareness of alternate courses of action and the skill to predict probable outcome.

Career Education Objectives	Suggested Strategies
3. To further extend students' career information through a variety of activities and experiences which permeate every aspect of each curriculum.	Have the students investigate the effect of persuasive advertising in media and demonstrate the effect such advertising has on decision making regarding careers. Suggested areas: Psychology, Language Arts, Social Studies, Consumer Education. Use filmstrips, such as Vocational Decisions SVE, tapes, interviews, and speakers to increase students awareness of the broad spectrum available to them.
4. To expose the student to a spectrum of careers which may or may not be part of his natural environment.	Help students recognize how environment affects job attitudes and opportunities through reading Steinbeck's novels Of Mice and Men and Grapes of Wrath and The Jungle, or other appropriate works.
5. To assist students in recognizing that unpredictable events might divert them to alternate plans.	Have the students predict the probable consequence of tentative career plans, e. g., in math, the concept change. Have the students make a chart listing the daily activities and the time it takes to perform them. Analyze the data to determine productivity. Discuss with the student the concept - Time is money. Have the students constrast personal use of time and energy with an economic cost-benefit analysis as used in business.

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The likelihood of rational choice increases with an understanding of one's self, access to information and experience and an awareness of alternate courses of action and the skill to predict probable outcome.

Career Education Objectives	Suggested Strategies
	Have the students discuss the cost of part-time jobs in terms of time, physical and mental energy, education, stress, money and other factors. Use the film, Next Year Is Now, to illustrate how a student budgets time over an extended period.

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: The development of effective decision-making skills requires an opportunity to make choices and to assume the responsibility for them.

Career Education Objectives	Suggested Strategies
1. To provide experiences in various subject matter areas related to clusters which stimulate the exploration of career possibilities in relation to self.	Have students role play simulated enterprises associated with clusters related to specific content areas. Invite in speakers representing particular clusters. Provide field experiences related to certain clusters. Use the filmstrips and cassettes: Career Development Laboratory (interviews) World of Work (interviews) Use a work cluster game. Display an object made by man (e.g., coke can). Divide the students into two teams. Each team must come up with a list of jobs related to the object.
2. To provide exploratory decision options which lead to varying outcomes.	Have the students study the organization of various industries and businesses associated with certain job clusters.
3. To provide experiences which allow students the opportunity to be responsible for the planning and execution of an activity.	Have the students identify and evaluate the economic incentive available in a career area in terms of goals and intrinsic rewards.
4. To provide experiences which will enable the students to make wise choices in selecting options for the fulfillment of career requirements.	Have students construct an immediate versus long term reward chart in reference to projected career choice.

Senior High Level

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: Career decisions are important to and influenced by students, their parents, the school and the community at large.

Career Education Objectives	Suggested Strategies
1. To provide the opportunity to analyze the impact of the community and its resources on career decisions.	Provide an opportunity for the students to conduct a community survey to identify local job opportunities in relation to career choices. Have the students analyze college attendance and employment patterns from graduate follow-up data.
2. To help students examine career advice given by parents, peers, educators and other community members; and to further help with the evaluation of the information.	Have the students study the role of parents in the decision making process as evidenced in studies, e. g., Maryland State Department of Education College Entrance Examination Board, Baltimore County Follow-Up Study. Have the students analyze three (3) major decisions made recently. Use the following chart to log the analysis. Have the students interview various people regarding tentative career plans. Consider age, occupation, sex, special expertise of the individual interviewed and compare advice offered. Survey workers to determine how career choices effect family life, e. g., job mobility, working hours. Have the students explore the effect of changing customs, traditions, and attitudes in relation to their chosen career area.

Senior High Level

MAJOR CONCEPT 2: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF DECISION MAKING SKILLS IN ADVANCE OF SPECIFIC NEED.

Sub-Concept: Career decisions are important to and influenced by students, their parents, the school and the community at large.

Career Education Objectives	Suggested Strategies
	Discuss with the students value preferences in reference to parental control, peer pressure, power, security, harmony, happiness, love and community customs. Have students make a life time line noting significant points the change agent, e. g., parents, teachers, community leaders which influenced the change and will possibly influence projected change.

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: An individual's unique characteristics will affect his career options as well as his career decisions.

Career Education Objectives	Suggested Strategies
1. To provide opportunities for students to test their individual program goals through curriculum areas.	In mathematics, through work with probability, assist students in relating predicted outcomes to their goals. Have students make a list of jobs that may be related to each subject in their respective daily schedule. Explore in depth two or three of these related job areas. Have the students interview teachers in the area of their choice. Have the students who take biology trace the developmental route of the guinea pig from birth to its shipment to the school. Note the possible job titles of persons involved at each level. In a clothing or foods class, have the students trace the route of one product. Note all the many persons involved in one piece of fabric that may now be the student's material for classroom laboratory work.
2. To assist students in developing an appreciation for the differences in others and the effects on career options.	Have the students identify two popular songs with lyrics that note personal uniqueness. List educational and occupational routes for the song characters considering their uniqueness. Describe a nameless friend. Note the friends' uniqueness. Write a short paragraph showing how your friends personal characteristics might affect future career decisions. Predict friends economic future.

Senior High Level

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: Most individuals have the potential to recognize their strength and limitations.

Career Education Objectives	Suggested Strategies
To enable the student to better understand his/her interests and abilities in relation to their projected career goals.	Have the students take an interest inventory, e.g., Kuder Vocational Preference Inventory. In the 12th grade English Unit, "Here I Am," utilize the counselors to help students develop and interpret profiles based on expressed interests, tested aptitudes, and academic achievement. Provide an opportunity for the students to use Chronicle Career Briefs and the Encyclopedia of Careers. Have them locate the qualities needed for two occupations that hold some interest to them. For each of the occupations, list the following:

For This Occupation My Assets Are:	For This Occupation I Will Need:

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: One's sense of self worth affects one's contribution to society.

Career Education Objectives	Suggested Strategies
1. To assist students in making contributions to school activities, classroom activities, and to the related school social activities.	Provide opportunities for students to submit a composition or poem written to the school newspaper, or to volunteer to assist the newspaper. Provide an opportunity for the students to utilize the display cases and display an arrangement of foods prepared by various students, or any other class products.
2. To assist students in seeing themselves more realistically so as to stimulate a more productive life.	Have the students read and discuss biographical studies of persons who played a role in American History. Visualize the persons in your school right now and describe what life would be for them. Have the students read: Green, Hanna, I Never Promised You A Rose Garden, Holt, 1964. Have the students discuss the life of Jonathan Livingston Seagull. How did he see himself? How did others see him? What was the method he used for developing a more productive life? Have the students interview a member of the Orioles team. How did his school activities help in his present team involvment? At what point in his life did he formulate his career goals?

Senior High Level

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: One's sense of self worth affects one's contribution to society.

Career Education Objectives	Suggested Strategies
	Have the students interview local disc jockeys noting their feelings, skills, training and ability to communicate to thousands of people. Is each disc jockey equally as comfortable before a live audience? What comfort does the studio lend? Provide the opportunity for biology or ecology students to adopt a corner in the nearby community that needs care and beautification. Undertake the beautification and care of the plot as a class project.

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: A variety of successful experiences enhances one's self concept.

Career Education Objectives	Suggested Strategies
1. To provide experiences that will promote peer group sharing and ultimate respect among peers.	As an outgrowth of speech class, have students present the morning announcements over the school's public address system. Provide an opportunity for students to develop a simulated housing project and simulate a variety of roles, e. g., construction worker, urban planner, families, banker, realtor, official fire worker, health inspector, grocer, delivery person, excavator, sanitation engineer. Discuss roles and feelings.
2. To provide successive stages of individual and group recognition.	Develop a student achievement corner in a classroom.
3. To provide experiences that will foster cognitive, affective and psychomotor development.	Provide an opportunity for students to undertake a wide program selection that will enable them to emerge with skills and knowledges to enhance self concept. Encourage students to take such subjects as photography, music appreciation, tennis swimming, dramatics, art, crafts, oceanography and personal use typing.

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: An individual can develop meaningful interpersonal relationships through improved communication skills.

Career Education Objectives	Suggested Strategies
To provide opportunities for maximum development in communication skills.	Provide an opportunity for students to utilize the listening labs in the media center. Provide an opportunity for students to utilize the language laboratory. Students will be subjected to daily skills building sessions in English, Mathematics, Foreign Languages, Speech, and Mathematics. Utilize the case study approved to help students anal analyze feelings and situations; and thus, better understand the behavior. Provide an opportunity for students to utilize the video tape in helping students to observe communication skills and needs. Have the students utilize the tape recorder to record to develop verbal communication. Have the students simulate the human mirror. Divide the class in groups of twos. One person will mirror all body language of another. Later discuss reactions and reverse procedure. Have the class observe a newscaster for a period of a week. Observe newscaster's mannerisms and communication skills. Observe the speech patterns, projections, and enunciation.

Senior High Level

MAJOR CONCEPT 3: CAREER EDUCATION STIMULATES A CONTINUING AWARENESS OF THE SELF THROUGH THE EXAMINATION AND DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS AND SKILLS.

Sub-Concept: An individual can develop meaningful interpersonal relationships through improved communication skills.

Career Education Objectives	Suggested Strategies
	Provide an opportunity for the class to listen to a Radio Talk Show. Have them keep a checklist on callers. Note as to whether they were clear and concise. List words used that were unknown to you. List the colloquial terms. Note statements that were difficult for the announcer to interpret. Provide an opportunity to simulate a Radio Talk Show within the class. Have the students explore the meaning of colors and what they communicate. Have the students explore modes of dress of certain geographical areas and certain periods. Research the particular meanings given to certain costume habits.

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEEDS.

Sub-Concept: Basic language and computational skills influence one's ability to make and implement decisions throughout life.

Career Education Objectives	Suggested Strategies
1. To provide an opportunity for students to weigh and evaluate outcomes.	Have the students list a major goal and analyze the decision making steps ---------------- My goal is ____________. Conflicts around my goal are ____________. The element of risk in my possible decision is ____________. Related Information I have ____________. Possible decision may cause the following sequence: Provide students with opportunities to predict outcomes. Utilize exercises similar to the following sample:

PREDICTED OUTCOMES

What Would Happen If	Outcome
I dropped out of school?	
I bought a car?	
I did not take algebra and a foreign language?	
I moved away from home?	
I obtained a part-time job?	
I took the option of a waiver?	

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEEDS.

Sub-Concept: Basic language and computational skills influence one's ability to make and implement decisions throughout life.

Career Education Objectives	Suggested Strategies
2. To provide for the development of one's skills in preparing for and seeking job placement.	Have students research the local regulations of the Fair Labor Standards Act. Have students simulate an employment office classroom. Submit applications and role play interviews.
3. To increase one's decision making skills through increased tools and knowledge.	Utilize Decisions and Outcomes, distributed by College Entrance Examination Board in English or Social Studies classes to build decision making skills.

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEEDS.

Sub-Concept: The ability to assess and understand one's self in terms of ability, interest, motivation, achievement, values and beliefs increases one's ability to develop other skills and competencies.

Career Education Objectives	Suggested Strategies
To provide opportunities for assessment of aptitudes, interests and abilities.	Provide for the utilization of interest inventories, aptitude tests, and achievement tests as approved by the Baltimore County Office of Testing. Provide for the establishment of student evaluation centers within the counseling center or library. Provide an opportunity for the counseling staff in student assessment and interpretation of data as may be pertinent for the respective discipline. Utilize value clarification exercises as outlined in Value Clarification: A Handbook of Practical Strategies for Teachers and Students, Hart Publishing Company.

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEEDS.

Sub-Concept: The development of effective interpersonal skills helps individuals to relate to changing social needs and values.

Career Education Objectives	Suggested Strategies
To assist the students in developing interpersonal skills.	Have the students develop personal rating sheets to help students see themselves more objectively. The following is a sample.

THIS IS HOW I SEE MYSELF

Read each of the items and then make a check in the box which best describes you.

Personal Characteristics	I Do This Well	I Would Like To Improve This	I Would Like To Stay As I Am In This Area
A. Work well in class groups			
B. Mingle with my peers during lunch hour			
C. Talk freely with adults			
D. Make friends easily in new situations			
E. Tell the truth			
F. Get others to do certain tasks			
G. Give directions clearly			
H. Follow directions			
I. Tell nutty stories			
J. Socialize at school parties			
K. Mediate arguments among my friends			
L. Listen to problems of my peers			

Senior High Level

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEEDS.

Sub-Concept: All curricular areas provide experiences and develop skills that can contribute to the individuals choice and implementation of a career.

Career Education Objectives	Suggested Strategies
To provide opportunities for students to be exposed to the total curricular offerings of the school.	Have the students explore career clusters related to various subject area. See appendix for listing of clusters. Provide opportunities within the curriculum to allow students to explore certain curricular offerings.

Senior High Level

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEEDS.

Sub-Concept: The development of effective interpersonal skills helps individuals to relate to changing social needs and values.

Career Education Objectives	Suggested Strategies
	Have the students interview at least three (3) adults and subsequently assemble a listing of interpersonal qualities necessary for minimum success at school, at work, and at play.
	Utilize an interpersonal skills strategy chart:

INTERPERSONAL SKILLS STRATEGY CHART

Major Goal For My Self Development:

Specific Objective	Strategies	Outcome

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEEDS.

Sub-Concept: The development of ethical and moral values enables the individual to recognize and deal with contradictions and discrepancies in life.

Career Education Objectives	Suggested Strategies
1. To recognize various value systems.	Have the students design a My Behaverial Change Chart. List the behavior you wish to change. List ways it can be done. Keep a record of accomplishment of desired changes.
2. To examine moral and ethical values through study of political and economic values.	Provide an opportunity for students to utilize a variety of value clarification exercises. Sample exercises are as follows: 1. How would your life be different if you won the million dollar lottery? 2. How would life in this community be different if you were the mayor? 3. How would your life be different if you had a fairy godmother who would transform your appearance in whatever desired? 4. How would your life be different if you became the Governor of Maryland?

Senior High Level

MAJOR CONCEPT 4: CAREER EDUCATION PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF SKILLS AND COMPETENCIES WHICH RESPOND TO SELF AND SOCIETAL NEEDS.

Sub-Concept: The increased development of skills and competencies in a chosen specialty area can provide for a salable skill.

Career Education Objectives	Suggested Strategies
To provide opportunities for full development of skills.	Provide for maximum use of the counseling services in student program planning. Have the students utilize the Baltimore County Program of Study Guide in scheduling and program planning. Have the students explore job market trends through use of the news media and contact with the State Employment Office.

MAJOR CONCEPT 5: CAREER EDUCATION IDENTIFIES VOCATIONAL AND EDUCATION ALTERNATIVES AND LIFE STYLES AND ASSISTS IN THE INTEGRATION OF THESE DIMENSIONS INTO ONE'S CONTINUING CAREER PLAN.

Sub-Concept: Knowledge of the life styles associated with career areas exerts a strong influence over career choice and behavior.

Career Education Objectives	Suggested Strategies
To provide students the opportunity to study and explore various life styles affected through career endeavors.	Have the students arrange a panel representing persons from: A commune A group home A rural environment A small town A highly urbanized area Discuss the influence of their environment on their occupational and leisure life. Provide an opportunity for students to utilize films to view life styles. Sample films and filmstrips: "Time of Man": Ealing Corporation. "The Nation's Builders": Bowman "Liking Your Job and Your Life": Guidance Associates "Jobs For the Now Generation": Bowman "Cabbages to Kings and Various Things": Bowman

MAJOR CONCEPT 5: CAREER EDUCATION IDENTIFIES VOCATIONAL AND EDUCATIONAL ALTERNATIVES AND LIFE STYLES AND ASSISTS IN THE INTEGRATION OF THESE DIMENSIONS INTO ONE'S CONTINUING CAREER PLAN.

Sub-Concept: The quality of the relationship between one's education and one's career is demonstrated by the effectiveness with which the individual can apply and be rewarded by what he has learned.

Career Education Objectives	Suggested Strategies
To assist the student in understanding the interrelatedness of work and education.	Have the students utilize the occupational films. Map a chart similar to the following: If I obtain this level of education my job future may be . . Level of Education ________ Possible Occupation ____________________ ____________________ ____________________ ____________________ Have the students research three persons who have changed occupational roles at age 25, 30, and 45. What type of re-education was necessary? What was the outcome? Provide an opportunity for students to interview a person who feels locked-in to an occupation or environmental role. Note the attitude. Outline possible forces that might stimulate a change.

MAJOR CONCEPT 5: CAREER EDUCATION IDENTIFIES VOCATIONAL AND EDUCATION ALTERNATIVES AND LIFE STYLES AND ASSISTS IN THE INTEGRATION OF THESE DIMENSIONS INTO ONE'S CONTINUING CAREER PLAN.

Sub-Concept: The ability to establish career goals which integrate self knowledge, societal needs and realities can be developed.

Career Education Objectives	Suggested Strategies
To aid the students in self awareness and its relationship to needs and goals.	Have the students construct self charts similar to the following:

My Strong Points	Existing Societal Conditions	Strategies	Goals
A.			
B.			
C.			
D.			

Senior High Level

MAJOR CONCEPT 5: CAREER EDUCATION IDENTIFIES VOCATIONAL AND EDUCATIONAL ALTERNATIVES AND LIFE STYLES AND ASSISTS IN THE INTEGRATION OF THESE DIMENSIONS INTO ONE'S CONTINUING CAREER PLAN.

Sub-Concept: Career planning skills are developed when the individual is given the opportunity to test alternative strategies that lead to personally meaningful goals.

Career Education Objectives	Suggested Strategies
1. To provide students with hands on experiences.	Assist the students in the use of career packets, learning stations and career resource center. Provide opportunities for students to visit nearby businesses, colleges, and community agencies. Have the students simulate corporations and production enterprises in business classes and in industrial arts. Provide opportunities for students to choose a work study program, e.g., Distributive Education, Clerical Office Education, Career Oriented Programs, and Career Development Programs. Provide opportunities for students to participate in volunteer services.
2. To provide provisions for personal assessment.	Have the students utilize approved commercial assessment devices as listed by the Baltimore County Office of Testing.

MAJOR CONCEPT 5: CAREER EDUCATION IDENTIFIES VOCATIONAL AND EDUCATIONAL ALTERNATIVES AND LIFE STYLES AND ASSISTS IN THE INTEGRATION OF THESE DIMENSIONS INTO ONE'S CONTINUING CAREER PLAN.

Sub-Concept: Career planning skills are developed when the individual is given the opportunity to test alternative strategies that lead to personally meaningful goals.

Career Education Objectives	Suggested Strategies
3. To provide opportunities for students to test alternatives and strategies.	Have the students list three incidents using the following: Once I failed at ________________. My next step was ________________. In Home Economics, allow students to map alternate ways to improve upon a recipe. In mathematics, have students design improved ways to solve mathematical problems.

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: The acquisition of knowledge and skills enables the individual to more effectively interact with the social, economic and political patterns that influence his life style.

Career Education Objectives	Suggested Strategies
1. To help pupils explore how economic needs and wants differ and are provided for by various career and occupational areas.	Provide an opportunity for the students to utilize Work Values Inventory by Donald Super. New York: Houghton Mifflin, 1972
2. To identify social, economic, and political trends, and analyze their effect on career opportunities.	Have the students study the youth work movements, e.g., NRA, NYC, CCC and factors that influenced the legislation of each. Have the students analyze the federal aid to education since the momentous National Defense Education Act of 1958 to the present. Have the students make a decade chart for the 20C. Chart 3 major trends for each decade. Give one statement showing effect on careers.

	Major Trend	Career Opportunities
1900 - 1909		
1910 - 1919	World War I	
1920 - 1929	Depression	
1930 - 1939	Depression	
1940 - 1949		

Senior High Level

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: The development of attitudes, values and skills equips individuals to assess existing conditions and to determine available career options.

Career Education Objectives	Suggested Strategies
1. To provide students the opportunity to clarify and evaluate their values and attitudes.	Provide opportunities for students to use case histories, open ended surveys, sociodrama, etc. to examine and evaluate the attitudes and values of people involved in work activities. Provide opportunities for the students to use simulated games in specific subject matter areas as suggested by Simulation-Gaming-News, Stanford University, Stanford, California. Provide for the arrangement of small group discussions in which students describe their own values and attitudes in terms of career development.
2. To help students understand how their values and beliefs are developed and to relate their own values and attitudes to career decisions.	Provide for small group discussions in which students discuss: My Values? Who influenced my values? My values will influence my future __________. Have the students work with a case study centered around an experience in International Perspectives. List ten statements following the case study and have the students rank order the statements according to the way each views them. Discuss and analyze the value judgements.

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: The development of attitudes, values and skills equips individuals to assess existing conditions and to determine available career options.

Career Education Objectives	Suggested Strategies
	Provide for the students an adaptation activity similar to "Bombshelter," Pages 281-286 of Value Clarification, A Handbook of Practical Strategies For Teachers and Students, Simon, Howe, Kirschenbaum (Hart Publishing, 1972). Have class participate in the activity and discuss the "why" for choices made. Have students write their own obituary. Use as a sample the strategy suggested in Values Clarification, Simon, et al. The procedure: The teacher says, "We are going to look at life by viewing it from the perspective of death. I am going to ask you to write out your own obituary. Here is a simple format, although you are free to write your obituary in your own form. You can use as many of these suggestions as you wish, or add your own." James Clark, age 10, died yesterday from .... He was a member .... He is survived by .... At the time of his death he was working on becoming .... He will be remembered for .... He will be mourned by .... because .... The world will suffer the loss of his contributions in the areas of ....

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: The development of attitudes, values and skills equips individuals to assess existing conditions and to determine available career options.

Career Education Objectives	Suggested Strategies
	He always wanted, but he never got to ....
	The body will be ....
	Flowers may be sent ....
	In lieu of flowers ....
	When everyone is finished, students may volunteer to read their obituaries out loud, or they might share their obituaries in smaller, more personal and supportive groups.
	VARIATION: Students draw a line right down the middle of their papers. On the left side, they write their obituary as it would appear in the school newspaper if they were to die that day. On the right side, they write their obituary as they would like it to appear in the school or town newspaper, if they were to die three years hence.

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHT INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: The development of attitudes, values and skills equips individuals to assess existing conditions and to determine available career options.

Career Education Objectives	Suggested Strategies
	Have the students rank the values listed in order of importance. Sample list: _____ Loyalty to the Country _____ Achieving honor roll grades _____ Executing power _____ Being respected by others _____ Living in the largest home in the community _____ Being able to negotiate an agreement at a City Council meeting Have the students construct two perfect days. The teacher may say, "Project yourself into the future, any time from tomorrow to several years from now, and imagine two days that would be ideal for you. Imagine 48 hours of what for you would be the best possible use of that period of time. You can fantasize whatever you want; the only limit is the time limit of 48 hours."

Senior High Level

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: Career opportunities are affected by changing societal needs and values.

Career Education Objectives	Suggested Strategies
1. To assist the student in identifying social and economic growth trends and their potential effects on broad occupational fields and preferred occupations.	Have the class invite the Director of Personnel of BEBCO. Have the Director trace employment needs t and factors influencing the supply and demand flow for the past ten years. Have the students explore a social agency, e.g., Planned Parenthood. Why do certain groups label such agencies of genocide? How might such agencies influence economic and occupational trends?
2. To aid the student in analyzing social roles and social demands required for successful job performance.	Provide an opportunity for the students to utilize role playing situations as suggested in the readings, sketches, and cartoons in Roth, Audry, Success - A Search For Values (New York: Holt, Rinehart, and Winston, Inc., 1969).
3. To develop an understanding of the influence of technology and automation on one's career choice.	Have the students trace the rise and fall of small independent enterprises and self employment. Have the students research and discuss ways in which technology has fostered powerlessness, meaninglessness, work isolation, and self estrangement.

MAJOR CONCEPT: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: Career opportunities are affected by changing societal needs and values.

Career Education Objectives	Suggested Procedures
4. To assist the student in understanding the need for the development of skills and the acquisition of knowledge that may be transferrable to varying occupational and life roles.	Have the students prepare a paper on Knowledge versus Skill as the critical factor in modern technology. Have the students trace the development of blue collar workers from 1900 to 1974. Have the class invite in a local member of the Chamber of Commerce to relate major technological changes in any one industry. Have the representative dwell on the human aspects as to what happened to the people when the changes came. Have the students research the story of the migrant worker. In an age of technology, why is the migrant worker still in existence? Provide an opportunity for the class to discuss the plight of certain minorities in terms of skills and automation.
5. To aid the student in understanding the interdependency of work to other institutions of life.	Have the class research and discuss work in relation to: A. The increase in welfare caseloads. B. The number of enterprises on 4-day work weeks. C. Forced retirement practices D. Strikes

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: Career opportunities are affected by changing societal needs and values.

Career Education Objectives	Suggested Strategies
	Provide an opportunity for the class to study the work roles of a community. Compare the community's physical buildings with the median incomes. How does the work world relate to the amount spent per student for school and for the physical development of the community. Provide an opportunity for students to consult with the Department of Employment Security. Secure the work statistics for the last year. Consult with the Department of Housing and Urban Development or the Real Estate Bureau. Compare the findings of the two bureaus.
6. To assist the student in understanding the value of primary and alternate goals in meeting the demands of social and technical changes.	Have the students trace the major technological developments since 1954. Compare each development with the employment picture for the period. Have the students construct a chart showing values, goals, and possible barriers for each. If the barriers were to increase, list the alternate goals. Provide an opportunity for the students to study the plight of engineers during the period 1969-1973. Relate to students' own goals and values, possible barriers and alternate goals.

Senior High Level

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: Social, economic, and political conditions directly influence one's work ethic and career goals.

Career Education Objectives	Suggested Strategies
1. To assist students in understanding why work is an important factor in our current democratic society.	Have students research and present the various philosophies as to why work is central to life, e.g., Theories of Marx, Freud, The Ancient Greeks, sociologists and Martin Luther. Have students make a chart showing evidence to support work for social purposes; work for societal and economic importance; work for a positve self concept. Utilize references, e.g., Citizens Without Work, E.W. Blake, The American Occupational Structure, Peter Blau, "On the Meaning Of Work", R. Coles, The Atlantic, October, 1971.
2. To assist the student in developing a greater awareness of the influential role economics and politics play in meeting career needs and goals.	Have the students form the 2 major political parties within the class. Have each side research employment patterns during the presidential terms for the respective party. Construct a mural depicting life during certain administrative terms.

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Senior High Level

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: Social, economic, and political conditions directly influence one's work ethic and career goals.

Career Education Objectives	Suggested Strategies
3. To develop an understanding of the impact of social, economic, and political conditions upon the social and mental health of an individual.	Statistics reveal that job satisfaction and mental health are poorer when a worker feels "locked-in" to his job. Have the students list 10 conditions that might lock a person into a job. Have the students interview a person on a strike picket line. List the positive statements he makes. List the negative statements. Which are greater? Have the students make an analysis of the stock market.trends within a period of two weeks. List the headlines for each day and the accompanying Dow Jones Average. Discuss the findings.

Date	Name of Newspaper	Headlines	Dow Jones Average

Career Education Objectives	Suggested Strategies
4. To demonstrate the influence of organized groups upon one's career decisions.	Provide an opportunity for students to read and discuss books - e.g., Bronfenbrennes, Urie Two Worlds of Childhood, (Russell Sage Foundation, New York, 1970) William Glasser, Schools Without Failure, (Harper and Row, 1969). The U.S. Economy in 1990, The Conference Board, New York, 1970.

Senior High Level

MAJOR CONCEPT 6: CAREER EDUCATION PROVIDES INSIGHTS INTO SOCIAL, ECONOMIC, AND POLITICAL CONDITIONS AND EQUIPS THE INDIVIDUAL FOR CHANGE.

Sub-Concept: Social, economic, and political conditions directly influence one's work ethic and career goals.

Career Education Objectives	Suggested Strategies
	Have the students use a simulation game to demonstrate peer pressures in decisicn making.
5. To analyze the interdependence of one's leisure time activities to occupations, as well as to social and economic conditions.	Provide for research and discussion in reference to boredom in leisure and work. Have students make a chart of their leisure time activities for two weeks. How were they influenced by existing social and economic conditions? What changes would be desirable? How might the school play a role in the charges?

Appendix

APPENDIX A

SELECTED CAREER EDUCATION BIBLIOGRAPHY

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APPENDIX B

OCCUPATIONAL CLUSTERS

The United States Office of Education has developed a concept of 15 occupational clusters. The cluster concept represents an organizational technique that helps to facilitate the delivery of Career Education. The USOE cluster system has grouped the more than 20,000 jobs listed in the Dictionary of Occupational Titles into a series of manageable clusters.

In designing clusters, the following four basic requirements should be met:

1. The cluster scheme should be such that it encompasses all the jobs in the Dictionary of Occupational Titles. In other words, after the cluster scheme has been established, it should be possible to fit each and every job in the Dictionary of Occupational Titles into some one of the career clusters which have been designated.

2. Each cluster should include jobs at all levels, from entry-level through skilled jobs, technical jobs, and professional jobs. That is to say, each cluster should contain a logical career ladder of jobs requiring increasing levels of education.

3. Each cluster should be realted to an identifiable group of employers. For example, if we have a cluster in the health occupations, it is possible to identify within the community a group of potential employers, such as hospital administrators, private physicians,and dentists, who could relate to this particular cluster. Similarly, if we have a cluster in the construction occupations it is possible to identify in a given community various construction contractors and construction firms who could relate to this career cluster.

4. The clusters should be enduring over time. That is, each cluster should represent a continuing societal function which will be carried on throughout the foreseeable future our society will be manufacturing things, constructing things, transporting things and providing health services for the people. Therefore, clusters in the manufacturing occupations, the construction occupations, the transportation occupations, and the health occupations are likely to be enduring over time. Although individual jobs within these clusters may be phased out due to technological change, other new and emerging jobs will appear in each cluster to take the place of those phased out. If an individual has had well-rounded training in the

common core of a particular cluster, his flexibility for moving to another job within that cluster will be facilitated, should his present job disappear as a result of technological change. Having mastered the common core of the cluster, he would be able, with a minimum amount of retraining, to move to another type of emerging job within that same cluster. This will provide individuals with the flexibility needed to cope with the changing nature of our economy and our labor force.

The cluster scheme as developed by the USOE are as follows:

Construction Occupations Cluster

Manufacturing Occupations Cluster

Transportation Occupations Cluster

Agri-Business and Natural Resources Occupations Cluster

Marine Science Occupations Cluster

Environmental Occupations Cluster

Business and Office Occupations Cluster

Marketing and Distribution Occupations Cluster

Communications and Media Occupations Cluster

Hospitality and Recreation Occupations Cluster

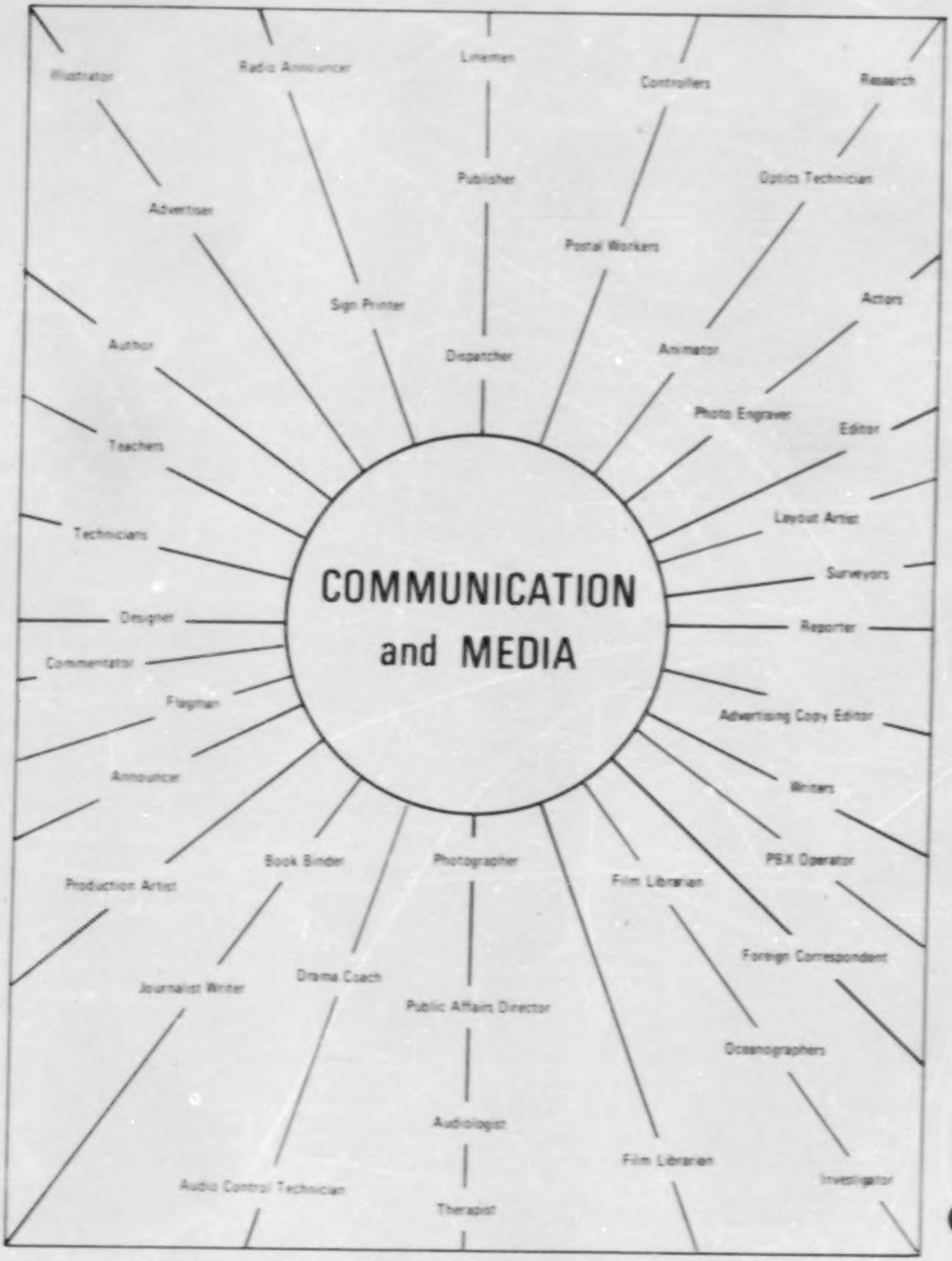
Personal Service Occupations Cluster

Public Services Occupations Cluster

Health Occupations Cluster

Consumer and Homemaking Occupations Cluster

Fine Arts and Humanities Occupations Cluster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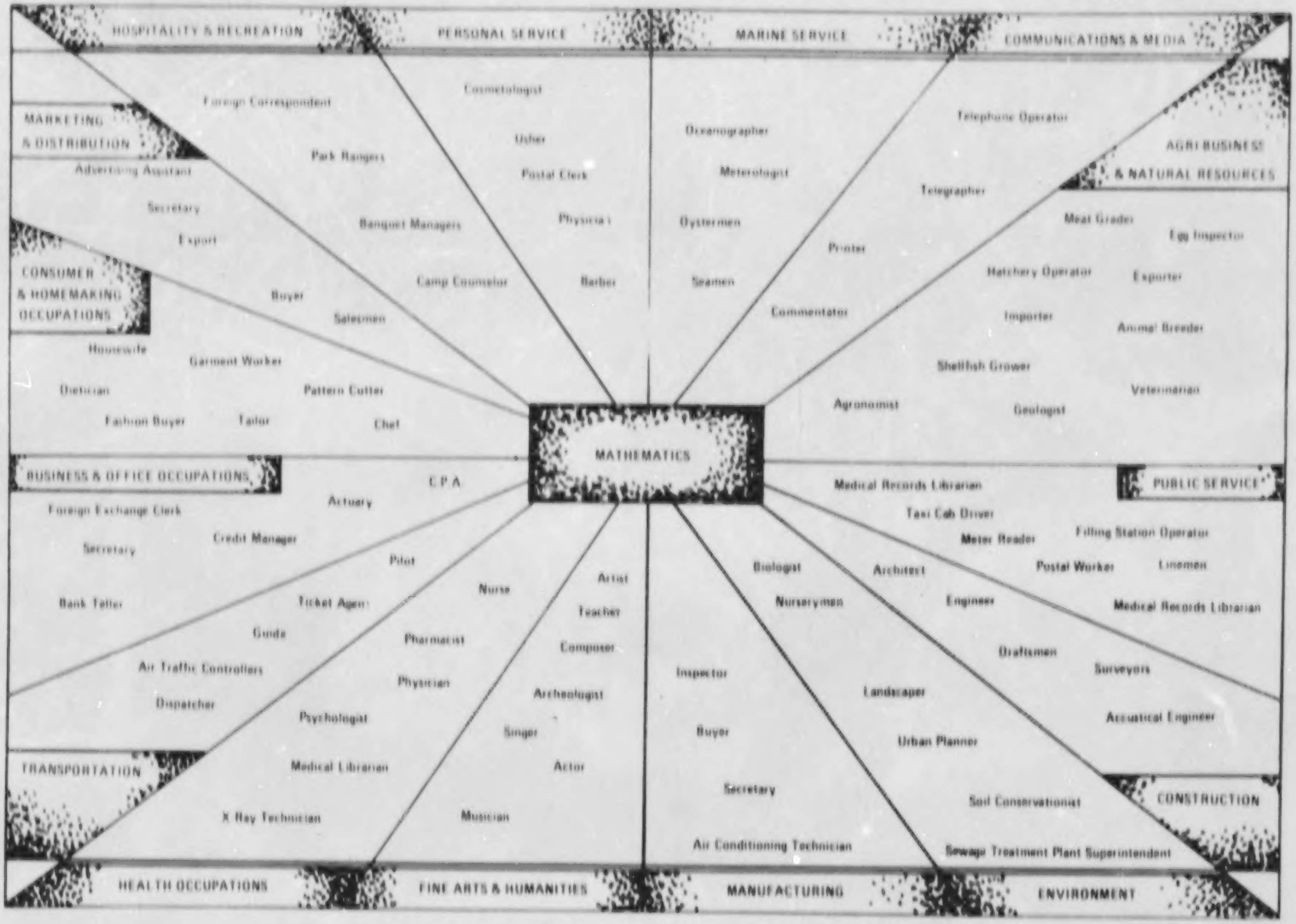
Illustrator
Radio Announcer
Linemen
Controllers
Research
Advertiser
Publisher
Optics Technician
Postal Workers
Sign Printer
Actors
Author
Dispatcher
Animator
Photo Engraver
Teachers
Editor
Layout Artist
Technicians
Surveyors
Designer
Reporter
Commentator
Flagman
Advertising Copy Editor
Announcer
Writers
Production Artist
Book Binder
Photographer
Film Librarian
PBX Operator
Foreign Correspondent
Journalist Writer
Drama Coach
Public Affairs Director
Oceanographers
Audiologist
Film Librarian
Investigator
Audio Control Technician
Therapist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HOSPITALITY & RECREATION
PERSONAL SERVICE
MARINE SERVICE
COMMUNICATIONS & MEDIA
MARKETING & DISTRIBUTION
CONSUMER & HOMEMAKING OCCUPATIONS
BUSINESS & OFFICE OCCUPATIONS
TRANSPORTATION
HEALTH OCCUPATIONS
FINE ARTS & HUMANITIES
MANUFACTURING
ENVIRONMENT
CONSTRUCTION
PUBLIC SERVICE
AGRI BUSINESS & NATURAL RESOURCES
Foreign Correspondent
Advertising Assistant
Secretary
Export
Park Rangers
Banquet Managers
Buyer
Salesmen
Camp Counselor
Cosmetologist
Usher
Postal Clerk
Physicist
Barber
Housewife
Garment Worker
Dietician
Pattern Cutter
Fashion Buyer
Tailor
Chef
Oceanographer
Meterologist
Oystermen
Seamen
Printer
Commentator
Telephone Operator
Telegrapher
Meat Grader
Egg Inspector
Hatchery Operator
Exporter
Importer
Animal Breeder
Shellfish Grower
Agronomist
Geologist
Veterinarian
C.P.A.
Actuary
Foreign Exchange Clerk
Credit Manager
Secretary
Pilot
Bank Teller
Ticket Agent
Guide
Air Traffic Controllers
Dispatcher
Nurse
Pharmacist
Physician
Psychologist
Medical Librarian
X Ray Technician
Artist
Teacher
Composer
Archeologist
Singer
Actor
Musician
Biologist
Nurserymen
Inspector
Buyer
Secretary
Air Conditioning Technician
Medical Records Librarian
Taxi Cab Driver
Meter Reader
Filling Station Operator
Architect
Postal Worker
Linemen
Engineer
Medical Records Librarian
Draftsmen
Surveyors
Landscaper
Urban Planner
Accoustical Engineer
Soil Conservationist
Sewage Treatment Plant Superintendent

APPENDIX C

A UNIT FOR SECOND GRADE STUDENTS

CIRCUS CAREERS

A SAMPLE CAREER EDUCATION UNIT

INTRODUCTION

This unit on Circus Careers is a short unit within a larger framework of Career Development at a second grade level introduced through the Guidance Department. It lends itself positively to the fantasy age of seven year olds. It develops creativity, decision making and a realization that what looks like play, in reality, involves hard work by many workers in order to bring happiness to others.

The success of the children's circus does much to enhance the individual child's self concept as well as the self concept of the group. It also makes them aware of the interdependence of the group.

BACKGROUND INFORMATION

Prior to the introduction of this unit at the second grade level, the students are known to the counselor as a result of kindergarten and first grade involvement. The students are introduced to "Duso" in grade one, and the program development of self concept, decision making, and alternatives is continued in grade two.

Along with the "Duso" program the students have been involved with the world of work through numerous experiences. These experiences start in kindergarten with a field trip through the school to become acquainted with the school staff, a trip to a supermarket and to a farm. In grade one visits are made to McDonald's, the Post Office, and the Police and Fire Stations. In Grade two a visit is made to the city. This trip includes stops at Lexington Street Market and the Baltimore Harbor. Parents visit the class to discuss their work. This may involve a dentist, a doctor, a nurse, a forest ranger, a crossing guard, an amateur clown and a mother as well as others. Books, film strips, records, and movies about workers are utilized as they can be conveniently integrated into the curriculum. At all times the jobs involved are shown to be important to the child, the child's welfare and the community.

This circus unit may be initiated by the elementary counselor in conjunction with the motivated desires of the students and the cooperation of the classroom teacher.

The unit is approached from the frame of reference that emphasis is placed on the work of the circus performers and how the circus is inter-related with other careers.

OBJECTIVES

1. To enable seven year olds to describe what skills are needed to become a circus performer.

2. To enable seven year olds to recognise the numerous jobs that are interrelated with the circus performers.

3. To help seven year olds realize that the same kind of dependence that is needed in a real circus is needed in a play circus if it is to be successful.

4. To help seven year olds identify that the work of circus performers contribute to the happiness of others.

5. To help seven year olds realize that man needs a sense of worth for the work that he performs.

6. To provide an opportunity for seven year olds to learn more about the responsibilities and qualifications of the circus performer they pretend to be.

7. To provide opportunities for seven year olds to have successful creative experiences (art, written work, costume design and planning their act) for the purpose of helping to develop a positive self concept.

8. To enable seven year olds to make decisions regarding the role they would play in the circus.

SUGGESTED PROCEDURES

1. The teacher may collect books, film strips, records and films about the circus for presentations and for use by the children.

2. The teacher may display a construction paper circus train mounted on the wall and a library corner with circus books for the purpose of motivation.

3. The teacher may introduce the unit by showing the film strip "Four Families" in which one of the families shown is a circus family.

4. The teacher may lead a discussion regarding life in the circus.

5. The teacher may have each child write a story and draw a picture of what each would like to be if each were part of a circus. The stories could be compiled to make a big book and the pictures could be used to design the book cover.

6. The teacher may use the book to lead a discussion about Africa, animal hunters and transportation.

7. The art teacher may help the children develop a mural depicting the circus.

8. The teacher may integrate the idea of the circus in a language lesson by making a bulletin board entitled "The Greatest Language on Earth".

9. The teacher may incorporate spelling by using the circus vocabulary list.

10. The teacher may use the arrival of the circus in town to generate enthusiasm toward the idea of having a circus in the classroom.

11. The teacher may help the children make decisions regarding their roles in the circus.

12. The teacher may give the children the responsibility for their costumes and what and how they can demonstrate the roles they are playing.

13. The music teacher may teach "The Daring Young Man on the Flying Trapeze" and play circus music for the circus parade.

14. The teacher may provide time for the children to decide what props are needed, order of performance and practice.

15. The teacher may divide the class into four groups. Each group may represent a different factory, e.g., ticket making, peanut packing, popcorn, and balloon. This idea integrates arithmetic into the unit. The peanuts, popcorn and balloons may be distrirbuted to the little brothers and sisters who attend the performance.

16. The teacher may have the children send tickets to all of the primary grades as well as to parents and administrators.

17. The teacher may have the children present the performance several times to accommodate the parents.

EVALUATION

This unit represents hard work, but fun for the students, the faculty and the parents.

The counselor and teacher may assess the students' ideas about the circus prior and after the involvement. The students' feelings and their concepts of the world of work may be discussed and developed into a specific chart.

Evaluation may also be made through vocabulary, spelling, art, music, oral expression, interpersonal skills and arithmetic as they become integrated into the unit.

OUTCOMES

1. The library corner and the construction paper circus train may stimulate interest in the idea of learning more about the circus.

2. The film strip about the circus family may help the children realize how different and yet how much alike all families are.

3. The making of the big book may give some children an awareness that sex discrimination is unfair. It may also lead to the beginning of understanding of the inter-relationship of careers.

4. The mural may help children to realize the importance of sharing and working together.

5. The decision making process may be enhanced by having the children decide what role they will portray in the circus.

6. The creativity of the children may come into being with the costuming, props, and how they create the roles they play.

7. The factory idea may enhance the children's knowledge of the interdependence of the world of work. The interdependence may be noted in the way students help each other to get ready for the circus.

8. The children may experience that to bring happiness to others means practice, hard work, and becoming tired but at the same time there is a sense of satisfaction. This may develop an appreciation of what it means to be a performer in a circus.

9. The parents may enhance the children's self concepts through their praise.

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APPENDIX D

MY VALUES

DIRECTIONS: Here are a number of sets of alternatives. Read them over and decide in each case whether you would prefer choice A or choice B. Check your preference in the space provided. There are no right or wrong answers; either alternative may be right for you. In class discussions on this activity sheet, be prepared to explain your choice.

WHICH WOULD YOU CHOOSE?

A ______ A job that pays $250 a week, but involves constant travel
B ______ A job of the same type paying only $125 a week, but allowing you to stay home

A ______ To live in a small quiet town but not be able to do the type of work you are interested in
B ______ To get into the field you like but have to move to a large city

A ______ To marry early and have a family
B ______ To work for awhile before marriage

A ______ To get above average grades in high school but to have to give up many social activities in order to devote your time to study
B ______ To get just-passing grades and have enough time left after study to keep up a full schedule of social activities

A ______ To be an outstanding athelete
B ______ To be a student government leader

A ______ To defend your beliefs even though you know your action may make you less popular with some of your classmates
B ______ To keep silent about your beliefs in order to keep the approval of your classmates

A ______ To go to a concert
B ______ To go to a ball game

A ______ To spend your free time just having fun with your friends
B ______ To give your free time to community service projects

A ______ To spend free time in reading or quiet activities
B ______ To give your free time to community service projects

A ______ To have a job and independence immediately after high school
B ______ To give time to further education or training in order to qualify for a better job

A ______ To make lots of money
B ______ To have prestige, be a leader, and have others look up to you

CAREER-O-GRAM

Find and circle the hidden careers. They read vertically and horizontally.

D	I	E	T	I	T	I	A	N	S	G	U	A	R	D	S
A	P	N	C	H	E	F	D	M	A	C	T	U	A	R	Y
S	O	Y	M	G	S	P	M	A	N	M	N	U	R	S	E
T	I	I	I	E	U	R	I	S	I	A	B	A	K	E	R
A	L	R	I	N	R	E	N	O	T	P	R	I	E	S	M
T	E	D	I	E	V	S	I	N	A	C	I	E	R	K	O
I	M	N	W	T	E	S	S	A	R	I	T	A	R	I	L
S	E	M	R	I	Y	F	T	M	I	G	A	S	O	C	D
T	A	E	I	O	O	E	R	I	A	D	R	U	G	E	E
I	T	N	G	I	R	E	A	X	N	S	H	I	P	R	R
C	C	T	H	S	B	D	T	E	S	B	A	N	K	E	R
I	U	A	T	T	W	E	O	R	J	A	N	I	T	O	R
A	T	L	A	R	G	R	R	O	P	E	R	A	T	O	R
N	T	I	V	E	T	E	R	I	N	A	R	I	A	N	S
S	E	S	Y	S	T	E	M	S	A	N	A	L	Y	S	T
T	R	T	M	A	T	H	E	M	A	T	I	C	I	A	N

APPENDIX F

A SAMPLE PLAN UTILIZING CAREER EDUCATION CONCEPTS IN THE EXISTING INTRODUCTION TO BUSINESS PROGRAM

Title: Employment Opportunities in Business

Major Concept: Career education provides the opportunity for the development of skills and competencies which respond to self and societal need.

I. Objectives

A. General

1. Students will acquire a knowledge of the various opportunities in the business world.

2. Students will become aware of the skills needed to perform tasks in business occupations.

3. Students will begin to understand the employment practices used and the general qualifications considered by employers.

4. Students will realize that the world of work is changing and recognize that increased education is necessary to obtain a job and be promoted.

5. Students will become aware of the fact that happiness in life will depend to a great extent on how much they enjoy their work.

6. Students will appreciate the necessity for making plans for a career in which each individual can make his greatest contribution to personal, social, civic, and economic well-being.

B. Specific

1. Students will explore in great depth a career of their choice.

2. Students will actively engage in their own career development process.

3. Students will be able to analyze the requirements, opportunities, and trends in business occupations.

4. Students will be able to describe similarities and differences between the work environment of various jobs in the business cluster.

5. Students will be able to discuss potentially pleasant or unpleasant aspects of performing tasks in business occupations.

II. Procedure

A. Introduction

1. Students will play career word games as an introductory activity.

a. Career-O-Gram

b. Business Scramble

CAREER-O-GRAM

Can you find and circle the hidden careers? They read horizontally, vertically, forwards, and backwards.

D	N	S	E	B	B	I	T	C	A	S	H	I	E	R	W
C	A	E	T	K	E	Y	P	U	N	C	H	E	R	D	R
A	M	C	A	E	P	R	L	I	N	M	G	J	A	N	I
R	E	R	E	I	N	T	H	T	E	A	C	H	E	R	T
P	C	E	S	T	O	O	M	N	A	Y	S	B	U	E	E
E	I	T	C	H	S	A	G	N	A	O	N	A	N	C	R
N	L	A	D	J	A	I	M	R	E	R	S	D	H	E	N
T	O	R	E	A	N	N	T	B	A	U	C	E	H	P	A
E	P	Y	A	N	N	A	N	N	A	P	M	H	A	T	I
R	L	K	E	S	R	U	N	R	E	I	H	P	P	I	C
E	A	R	H	Y	B	R	I	E	S	D	D	E	A	O	I
T	W	E	C	N	W	A	I	T	R	E	S	S	R	N	T
R	Y	L	A	D	G	C	I	N	A	H	C	E	M	I	U
O	E	C	O	O	K	R	O	I	O	M	F	R	O	S	A
P	R	M	C	M	D	V	N	A	M	S	E	L	A	T	E
T	D	O	C	T	O	R	E	P	E	E	K	K	O	O	B

Beautician
Bookkeeper
Carpenter
Cashier
Chemist

Clerk
Coach
Cook
Dentist
Doctor

Engineer
Keypuncher
Lawyer
Mayor
Mechanic

Nurse
Painter
Porter
Policeman
Receptionist

Secretary
Stenographer
Teacher
Typist

Waiter
Waitress

BUSINESS SCRAMBLE

Unscramble the following words which are related to business occupations:

0. R E P E K E O B O K — BOOKKEEPER

1. O N U C A C N A T T

2. S I P Y T T

3. C E M I D A L E R C E S R A T Y

4. A R G N T S O E P R E H

5. C T I I S T N O P E R E

6. H R E I S A C

7. T A P E H O C N I D T R O A R E P O

8. E Y K N U C H P T A P E R O O R

9. L I F E L E R K C

10. L A M I E R K L C

11. C H O R T I W S A D B R A T E P O O R

12. P U L P S Y R E L K C

13. T O A D U I R

14. G L E A L R A T S E C E Y R

15. L O R L A Y P C E R L K

16. L E T R E L

17. G R A M P R E M O R

18. F E C I F O N A A E G R M

19. B U E R Y

20. T R U R O O M O C P O R E R R E T

21. E E E M S S N G R

22. Y E T S S S M A S A N L Y T

23. U E I E N D R W R T R

24. A I C L M A U E D J S R T

25. A X T A S S S S E R O

B. Activities

1. Students will view the film, "Careers in Business and Office Occupations."

2. Students will make a list of all skills needed to qualify for the positions viewed in the film.

3. Students will discuss the pros and cons of the different positions presented in the film.

4. Students will list the occupations in the film that were unknown five years ago.

5. A student will volunteer to give an oral report.

6. Students will make all the necessary arrangements to have resource specialists attend a panel discussion at the end of the week.

7. Students will volunteer to interview and tape record discussions with employers and employees in business occupations.

8. Students will prepare a bulletin board illustrating various business occupations.

9. Students will volunteer to prepare a skit which will present the advantages and disadvantages of being an employee in a business occupation.

10. Students will continue working on their long-term projects--an indepth paper on the career of their choice.

C. Resources

1. Film: "Careers in Business and Office Occupations."

2. Career Games

   a. Career-O-Gram

   b. Business Scramble

   c. Business Bingo

3. Local Newspapers

4. Reference Book: Morrison, Phyllis, A Career in the Modern Office, "Planning for a Career," McGraw-Hill Book Company, 1969, pp. 1-13.

5. Dictionary of Occupational Titles

6. Guidance Department's career files and occupational information

7. Resource persons

a. Guidance Counselors

b. Bank President

c. Business Manager

d. Executive Secretary

e. School Secretary

f. Former Business Graduates

g. Local Business and Industry Personnel

III. Evaluation

A. Students will play "Business Bingo"

B. Students will search for business occupations in the classified section of the newspaper and tally the number of occupations available in specific business areas.

Example: secretary - 15 jobs advertised, Sunday Sun, April 14
file clerk - 10 jobs advertised, Sunday Sun, April 14

BUSINESS BINGO

auditor	receptionist	typing	teller	messenger
medical secretary	bookkeeping clerk	cashier	office manager	accountant
accounting	correspondence clerk	CAREERS IN BUSINESS BINGO	shorthand	courtroom reporter
supply clerk	office aide	tax specialist	file clerk	buyer
switchboard operator	computer operator	personnel specialist	stenographer	shipping & receiving clerk

As the teacher reads the statement, the students are to locate the corresponding job title on their bingo card and cover it with a small slip of paper or other marker. A student wins when five consecutive squares are covered and the winner calls "Bingo." The student reads back the occupational titles which constituted the win and gives a task performed by this person, a quality this person should possess, and educational requirements to be successful in this career.

A sample bingo card is illustrated. The following are a few examples of possible statements about a particular job task that could be used:

1. The person who greets visitors when they arrive in the building.
2. The person who receives calls and transfers the call to its proper department.
3. A person who feeds a machine and tells it what to do.
4. The person who works in a small office and keeps a daily record of transactions.
5. The person who receives and stores goods for a business.
6. The person who tries to match personalities and qualifications to job needs.
7. The person who types letters, memorandums,and other correspondence accurately and neatly and who proofreads them before sending the correspondence.
8. The person who gathers, sorts, stores, and retrieves various business records.
9. The job title where it is a duty to check and stock supply regularly and order those items that are running low.